

WIZKIDS

kids 4

3rd Edition

TEACHER'S GUIDE

• INTERACTIVE •



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The logo consists of the word "kids" in a large, orange, 3D-style font with a green outline, followed by the number "4" in a purple, 3D-style font with a white outline. Both the text and the number have small white sparkles on them. The background is a light green with faint radial lines and small white dots.

3rd Edition

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São Paulo
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General Instructions

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 the best Interactive class, by ensuring you are informed about which steps you and your student should follow. You will get to know the complete **Interactive Experience**, which includes the five steps of the class, the detailed Teacher Support procedure, the lessons' structure, the Interactive Tasks explanations, the lessons' steps on the **Wiz.tab**, the **Wiz.me** card descriptions, and the Lessons' Instructions.

By reading this guide, your class preparation will become more effective, as you'll understand what **Wiz.tab** introduces to your students and how they can improve by tracking their own performance. So, let's start this journey.

What is the Interactive Experience?

This experience was planned to bring language learning to students who prefer a more autonomous study routine and need to study within a specific schedule. The Interactive teacher is a dynamic and attentive professional, able to deal with students from different levels at the same time. The **Wiz.tab** is the technological tool that must be used by each student in the classroom. The class has five moments and some of them can happen simultaneously. These moments are:

Warm-up | An oral activity, at the beginning of the class, which promotes interaction among the students no matter their level.

Self-learning | This is the moment, exactly after the Warm-up, in which the students, using the **Wiz.tab**, will interact with the lessons' content by speaking in an audible voice. It is important to mention that the teacher should monitor students as they practice. If students are not interacting out loud with the tab, encourage them to do so. You can gently interrupt them to ask a question, for example, and to ask them to reproduce the content they hear.

Teacher Support | Each student will have the Teacher Support according to the class agenda. At this moment, the teacher will have the opportunity to check the student's learning. See more information about this step in the next section of this guide.

Peer Work | This is the moment of interaction between students. The teacher should prepare beforehand what pair or trio of students will

work together and what Output activity from the Student's Book will be done, according to the students' needs. Remember that the interaction respects the lower book level.

Closing | The purpose of this last moment is to give students the awareness of learning through oral activities, such as the ones done for the Warm-up, or through a speech prepared by the student to be presented to the group. It is especially important to promote integration and interaction among students. For further information, it is recommended that you read the *MOP, Manual de Operações Pedagógicas*, booklets.

Teacher Support

For the third edition of Kids 4, during the Teacher Support, the teacher will not only have students perform the Drilling Practice sentences, but also engage students in freer conversations, by checking exercises, and clearing up doubts.

For this reason, the Teacher Support in this guide will present:

- the descriptions of the steps the students have on the **Wiz.tab**;
- some Audio Scripts for the Interactive Tasks;
- the necessary Answer Keys for the Interactive Tasks;
- the drilling activities that have to be done with the students;
- a challenge in each Output Lesson that must be posed to the student;
- some extra practice in the **Should you have extra time** section for the students who perform exceedingly well. This is an exclusive section for the Interactive experience, and it must be done only if necessary as a complement to the Teacher Support. All this is found in a highlighted box at the end of each lesson, in this guide.

Kids 4 3rd Edition's Structure

There are four types of lessons in this edition of Kids 4: Welcome Lesson, Input Lessons, Output Lessons, and Review Lessons. The Welcome Lesson gives the students the opportunity to get to know each other and the teacher. The students will receive information about the course and the coursebook, the characters of the Kids series, and some useful classroom language. The Input Lessons focus on the new content presentation and practice through the four language skills. The Output Lessons engage students in mastering the content through a variety of activities. The Review Lessons provide both students and teachers with an opportunity to wrap

up the learning journey and assess the quality of content retention.

Interactive Tasks

For the Interactive Experience, students are presented with more than the activities they see in their Student's Books. On their **Wiz.tab**, throughout the lessons, students will find the **Interactive Tasks**. They were designed to complement and reinforce students' self-learning, as well as promote a more entertaining and pleasurable class. These activities focus on the content of the lesson studied and provide students with a variety of ways to put it into practice. These are the Interactive Tasks in Kids 4 3rd Edition:

Pronunciation Practice | The students reproduce a few words separately in order to reinforce the pronunciation. This section is done immediately after the presentation of the New Words.

Match | The students see four sentences and match each one to the corresponding image. Then they listen to the audio and reproduce it out loud. This section is done after the drilling procedures of New Words, and contains the grammar and vocabulary studied up to this section.

Put in Order | The students click on the audio button, listen to a dialogue, and put the sentences in order. This is the last part of the Dialogue section, and it provides students with further practice.

Content Review | The students listen to sentences to review what they learned in the previous lesson. Then they reproduce these sentences out loud. This section is found in the Output Lessons and works as a warm-up and review from the previous Input Lesson.

The Lessons' Steps on the Wiz.tab

This guide will describe all the steps, sections, and exercises an individual student does while doing the Self-learning moment. By reading the following explanations, you will learn what an Interactive student will listen to and gain a clear understanding of how they learn. Therefore, you will be able to provide more focused Teacher Support. For Kids 4 3rd Edition, the **Wiz.tab** audio instructions were recorded in L1, so the student is more confident while performing the activities. It is important that the student have his/her Student's Book, Workbook, notebook and the **Wiz.me** at hand since the audio refers to these during the lessons. Bear in mind that students can and will pause the **Wiz.tab** during the activities to do written tasks or to prepare themselves for the Teacher Support.

Note | Teacher, be aware that in each and every Interactive class, the student must reproduce the content out loud and interact with the tablet. Always encourage your students to do so. Once again, your motivational role is essential for a successful class to happen.

Note | At the bottom of the right-hand pages in the Student's Book, the students will find circles to be ticked as they advance in each Student's Book activity. The aim of completing this step is to make sure that your Interactive students do not leave any activity suggested by the material incomplete. During the Teacher Support, make sure to follow up on their progress.

Welcome Lesson

The Little Wiz gang is introduced to the student through audios and pictures. The audio guides the student through the various activities in the Input Lesson, Output Lesson, and Review Lesson. The student is then introduced to the **Wiz.me** and **Wiz.pen** tools. Next, he/she is presented and practices useful language for the course through an interactive task. Finally, the student is invited to introduce themselves to the teacher and classmates, play the board game on pages 8 and 9, and use the Talking Stickers for the School Tour in the Student's Book.

You should use this opportunity to explain the Report card to the student and answer any initial questions he/she may have. You should also explain the **Wiz.me** cards and remind your student to have a look at the *Conheça o seu livro* section both in the Student's Book and the Workbook.

Input Lessons

Spread Page | At the beginning of each batch of lessons, the student will see Little Wiz's gang on the screen representing the theme of the current batch of lessons. He/She will also see the Learning Objectives for the batch. Upon starting, the student is asked to say what he/she sees in the images and what he/she thinks he/she is going to learn in the following lessons. He/She is allowed to answer in L1, but if he/she knows how to answer in English, he/she should.

Verbs | The audio presents the verbs twice in English. After the presentation, the audio does the Drilling Practice sentences in L1 and the student changes the sentences into English. In the case of Modelling formulas, they are presented according to the Wizard methodology pattern.

Modelling example:

Audio script: This is.

Audio script: Este é ou esta é.

Audio script: Como se diz “este é” ou “esta é”?

Student in class: This is.

Audio script: Very good!

Audio script: This is Little Wiz.

Audio script: Ouça novamente e fale com atenção.

Student in class: This is Little Wiz.

Audio script: Ótimo.

Student in class: To have.

Audio script: Ter.

Audio script: Como se diz “ter”?

Student in class: To have.

Audio script: Good job!

conversation following it on the screen, and is asked to reproduce the lines out loud. After that, the audio will guide the student to be part of the story by reading one of the character's lines. In order to practice it some more, the student does the Put in Order interactive task where he/she listens to the audio and orders the sentences accordingly.

What Else? | This content is presented on the screen with the key structures in bold to call the student's attention. The audio presents the sentences twice in English and twice in L1, so the student reproduces them four times in English. Then the student is instructed to watch the video on **Wiz.me** and talk about what is happening in the scene. To finish this section, the student has the Drilling Practice moment where he/she listens to sentences in L1 and says them in English out loud.

Assessment | In order to check if the student understood the content of the lesson, the audio asks some questions in L1, and the student has to answer them in English out loud.

Homework Instructions | The student is instructed to call you so that you can explain what he/she has to do for homework. Also, the **Wiz.tab** reminds the student to do the Homework right after class and to use the *Listen Up!* card on **Wiz.me** to practice more.

Output Lessons

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

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

1st Student's Book Activity | The student does a variety of activities. Find the types and explanations of the exercises at the end of this section.

2nd Student's Book Activity | The student does a variety of activities. Find the types and explanations of the exercises at the end of this section.

Drilling Practice | The student listens to some sentences in English and says them in English out loud. When he/she listens to a word, he/she makes the substitution and says the full sentence using the new word. Remember to encourage your student to say the content out loud.

New Words Presentation | In this section, the new vocabulary is presented through cards with words. The student is instructed to click on the words and say them in English out loud. When the card is touched, a visual representation of the new content will appear. The student can click on the word as many times as he/she wants to; however, the audio reinforces that he/she should follow these steps at least twice. Then the student is guided to listen to the words in L1 and say them in English out loud.

Interactive Task – Pronunciation | The audio reinforces five words with challenging pronunciation and asks the student to say each one of them out loud.

New Words Practice | The audio presents the Drilling Practice sentences in L1 for the student to say them in English. The new structures are presented following the Modelling technique and the student is guided by the audio.

Match | To reinforce the content, the student does the Match task after the New Words Practice by dragging words or phrases to the corresponding images.

Take Action! | In this section, sentences and expressions are presented to the student. The audio presents the content twice in English and twice in L1, so the student reproduces it four times in English out loud. After the presentation, the student does the Drilling Practice sentences changing the sentences in L1 into English. The Modelling technique is applied to introduce the new content.

Dialogue | The student is guided to pay attention to the dialogue, answering who the characters are and what they are doing. Then he/she listens to the

3rd Student's Book Activity | The student does a variety of activities. Find the types and explanations of the exercises at the end of this section.

Let's Have Fun! | After saying who the student sees in the image and answering a question from the **Wiz.tab**, he/she listens to the story and reproduces it out loud. Then he/she is instructed to create new lines for the characters. At the end, the student is reminded that in the Review Lesson, there will be a fun activity about the Let's Have Fun! story of the current batch.

Learning Objectives Checking | The student is guided to open his/her Student's Book on the Spread Page and check the content he/she has learned in the lesson. After that, the student places the **Wiz.pen** on the images related to the last pair of lessons to listen to the words. During the Teacher Support, make sure your student has completed this task.

Homework Instructions | The student is instructed to call you so that you can explain what he/she has to do for homework in the Workbook. Also, the **Wiz.tab** reminds the student to do the Homework right after class and to use the *Listen Up!* card on **Wiz.me** to practice more. During the Teacher Support, make sure to check for any questions related to homework and to reinforce the use of the **Wiz.me** cards.

Output Exercises

Bingo! | The student listens to the audio instructions and writes nine items related to the topic of the lesson. The audio reads words at random and, as the word the student wrote is said, he/she marks it on the grid in his/her book. When he/she has all the bingo grid marked, he/she should say *Bingo!* out loud.

Challenge! | After explaining the meaning of the word challenge, the **Wiz.tab** asks for words or expressions the student learned. He/She is instructed to open the Student's Book and write, in three minutes, as many words as he/she can related to the topics presented in the book. At the end, he/she is instructed to tell you how many and which words he/she was able to write.

Chain Game! | The student is guided to reproduce each sentence out loud. Then he/she listens to the beginning of a sentence and is instructed to complete it according to the image shown.

Listen, Complete and Match | After saying out loud what he/she sees in the pictures, the student does the activity in his/her book by listening to the audio, completing the sentences, and matching them to the correct images. In order to correct the answers in the

book, the student drags the words to the right gap, and then matches the sentences to the right pictures.

Listen and Choose | The student is guided to play the audio button, listen to the sentence, and drag it to the corresponding image. To practice, he/she reads the sentences out loud.

Hot Potato! | The student listens to some sentences and then is assigned a different task in each lesson this exercise appears. In some of the batches, for example, the student is asked to say the sentences in the negative and/or interrogative forms. Finally, to practice, he/she listens to the correct answers and reproduces them out loud. For the details of each exercise, please check the Lessons' Instructions in this document.

Listen and Number | After saying what the student sees in the pictures, he/she listens to each sentence and drags them to the corresponding image.

Listen and Put in Order | After saying who the student sees in the picture, he/she listens to each sentence and reproduces it out loud. Then he/she is instructed to listen to the audio once again to put the sentences in the correct order. As a wrap-up, the student listens to the dialogue one more time.

Listen and Complete | The student listens to five sentences and, in his/her book, should complete each of them with the correct word or expression. In order to correct the exercise, the student completes the activity on the **Wiz.tab** by dragging the items to the correct places.

Talk about Yourself | In this exercise, the **Wiz.tab** models what the student has to do in the activity by asking him/her to reproduce examples of the completed sentences out loud. Then the student has to fill in the gaps with his/her own information. The speaking practice of this exercise happens during the Teacher Support.

Read and Choose | The exercise begins with the student reading and listening to four sentences that he/she has to match to the corresponding pictures. In order to practice the content, he/she will listen to the audio one more time and reproduce it out loud.

Read and Write | First, the student observes the images, listens to the audio, and reads the text out loud. Then he/she listens to each sentence of the text separately and reads them out loud. After that, he/she has to match the answers to the corresponding image. Finally, the student is instructed to read the text and fill in the blanks with his/her personal information.

Review Lessons

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

Pinpoint | The student is guided to look at the image in this section to answer some questions out loud. Then he/she listens to the audio for the first time only paying attention to the conversation. The second time the student listens to the conversation, he/she is prompted to answer the exercise in the book. Then the student is asked to listen to the conversation one last time to complete the activity on the **Wiz.tab** in order to correct their answers in the book. Finally, the student has to think about three things, people, actions, or places, depending on the instruction given during the lesson, and describe them to the teacher or to a classmate during the Teacher Support. If time allows, provide an opportunity for students to play the game proposed in the Teacher's Guide for the *Connections Experience*. The game must be played then during Closing and the activity must be adapted by you during class preparation to fit different levels you may have during the *Interactive* lesson. Detailed instructions for each Pinpoint task are provided later on in this guide, in the Lessons' Instructions.

Self-assessment | The audio gives commands for the student to answer in English out loud.

Self-assessment – Student's Book | The student is guided to find the stickers at the end of the book and listen to their meanings. Then he/she listens to the can-do statements, pauses the audio, and uses the stickers that best represent the learning level he/she has reached. Go through this stage with your student during the Teacher Support to make sure he/she completed it accordingly, and to check if he/she has any questions.

Self-assessment – Student's Book –

Participation | The student is guided to find the stickers in the book and listen to their meanings. Then he/she is guided to self-evaluate his/her participation in the last six lessons using one of these stickers. Go through this stage with your student during the Teacher Support to make sure he/she completed it accordingly, and to check if he/she has any questions.

Let's Have Fun! | The student answers whether he/she remembers what happened in the three parts of the story. Then he/she is instructed to open the book on the Review Lesson of the respective batch and to create new lines for the characters so that he/she can

present and practice them with you or another student during the Teacher Support.

Homework Instructions | The student is instructed to call you so that you can explain what he/she has to do for homework. He/She is reminded to do the Homework right after class and to use the *Listen Up!* card on **Wiz.me** to practice more.

Wiz.me Card Descriptions

This guide presents you with all the resources the students have on **Wiz.me**. The aim of this description is to be a helper for you to prepare your class and to develop your students' performance with the aid of a variety of features on the Personal Assistant.

Input Lessons

Video | The student watches the video and does the activity that complements the *What Else?* section in the Student's Book.

Listen Up! | All the audio material of the lesson is found on this card.

Pictionary | This card shows the new words illustrated to help memorization.

Output Lessons

Listen Up! | All the audio material of the lesson is found on this card.

Homework | On this card, the student will find an online version of the Output Lesson activities to be completed at home.

Review Lessons

Listen Up! | All the audio material of the Review Lesson is found on this card.

Wiz.battle | The student finds the games *Scrambled Letters* and *Tongue Twister* on this card.

Let's Check | The online version of the Output Lesson activities can be done again by the student to review the content.

Lessons' Instructions

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

Lessons' Instructions

Welcome Lesson

Learning Objectives

- Can understand very basic common classroom commands.
- Can greet people using a few basic fixed expressions.
- Can establish basic social contact with simple, polite greetings, and farewells.

Introduction Book Characters | The student is welcomed and introduced to the *Kids 4 3rd Edition* characters.

Introduction Input and Output Lessons |

The student is guided through all the sections and exercises of the book so that he/she knows what to expect from each exercise.

Introduction Review Lessons | The student gets to know what the purpose of the Review Lesson is, and what he/she has to do in each of the exercises of these lessons.

Introduction Homework | The **Wiz.tab** explains to the student how the **Homework** works and when to do it. It also reinforces the use of the **Wiz.pen** for the audio exercises.

Welcome Lesson | The student is invited to open his/her book to pages 8 and 9 and to observe the board game illustrations. Then he/she should say who the characters are. After that, on the **Wiz.tab**, he/she is instructed to click on the images, listen to the audio attentively, and reproduce the sentences out loud. Finally, the student completes a Read and Match task with the content he/she has just seen.

Interactive Task

Read and Match

The student completes three rounds of this task. He/She matches the sentences to their corresponding audios.

Audio script 1: How do you say "réguia" in English? / Hi! I am Little Wiz! / What is your name? / Bye! See you around! / May I go to the restroom?

Audio script 2: Listen. / Work in pairs. / Open your book. / Go to page 10. / Work in groups.

Audio script 3: Look! / Sit down. / Read and match. / Talk to your friend. / Draw and color. / Write.

Introduce Yourself | This is the moment the student puts what he/she saw in this class into practice by introducing himself/herself to a classmate or to the teacher. He/She is instructed to talk to you in case he/she has any questions or needs help.

Play the Game | The student is instructed to use a coin and an eraser to play the game. The **Wiz.tab** explains the meaning of heads and tails of a coin and asks the student to play the game with a classmate or the teacher. In this game, "heads" indicates the player should move one space, and "tails" indicates the player should move two spaces. The person who gets to the end first wins.

Wrap-up | The student is asked to find the **School Tour** talking stickers at the end of the Student's Book, listen to them using his/her **Wiz.pen** and get to know the school facilities with the teacher if possible.

Teacher Support - 5'

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

Drilling Practice

1. Listen. | Read. | Write.
2. Open your book. | Close your book. | Go to page 9.
3. Talk to your friend. | Work in groups. | Draw and color.

Questions | Read the questions in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Qual é o seu nome?
2. Posso ir ao banheiro?
3. Como se diz "réguia" em inglês?

Introduction Sections | Check if the student has any questions related to the introduction of the characters, types of lessons, or exercises presented in the beginning of the self-study moment. Use this opportunity to explain the Report Card and how the **Wiz.me** and the **Wiz.pen** can help him/her make the most of their *Kids 4 3rd Edition* experience.

Introduce Yourself | Take a moment and let the student introduce himself/herself to a classmate or to you.

Play the Game | Play the game on pages 8 and 9 of the Student's Book with the student or assist him/her while he/she plays it with a classmate.

Should you have extra time

Ask the student to reproduce the beginning of the sentences and complete them.

1. Work in...
2. May I go to the...?
3. Bye! See ...
4. Talk to...
5. Open...

Lesson 1

Learning Objectives

- Can name everyday objects, if supported by pictures.
- Can name and introduce a few places at school.
- Can talk about school supplies.
- Can introduce a friend to others and greet a new friend being introduced.

Grammar

- Demonstrative pronoun *this* + verb to be (*This is the auditorium.*).
- Possessive adjective *my* (*This is my school.*).
- Preposition *in* (*in the computer room*).
- Definite article *the* (*This is the restroom.*).
- Simple Present of the verb *to have* in the affirmative form (*1st person singular*).

Spread Page | The student listens to the learning objectives of this batch of lessons.

New Content | 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: *library / restroom / principal's office / cafeteria / auditorium*

Interactive Task

Match

The student matches the sentences to the corresponding images. **Audio script:** *This is the library. / This is the cafeteria. / This is Akio. / This is Alice.*

Take Action! | The student follows the Wizard methodology presentation and practices pattern.

Dialogue | The student answers questions about the characters in the picture. Then he/she listens to the dialogue, follows it on screen, and says it out loud. After that, the student is guided to play the role of one of the characters in the dialogue.

Interactive Task

Put in Order

The student puts the sentences of the dialogue in the correct order.

What Else? | The student follows the Wizard methodology presentation and practices pattern. Before the drilling procedure, he/she is instructed to open **Wiz.me**, watch the video, and go back to the **Wiz.tab**, where he/she answers a question about the video. At this point, your student may call you in case he/she has any questions.

Assessment | The student listens to the questions in L1 and answers them in English. **Audio script:** *O que você tem no seu estojo? / Como se diz "Este refeitório é ótimo."? / Como se diz "Este é o Little Wiz."? / Como se diz "Esta é a Sue."? / Como se diz "Eu tenho aulas no auditório."? / Como se diz "Meu apontador é ótimo."?*

Homework Instructions | The student is instructed to open his/her **Workbook** and to call you so that you can explain how each exercise should be done. Also, he/she is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

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

Drilling Practice

1. This is the classroom. | library | restroom
2. This schoolyard is great. | auditorium | computer room
3. I have classes in the computer room. | classroom | library
4. My pencil case is great. | marker | notebook

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Minha escola é ótima. E a sua escola?
2. Eu tenho aulas no auditório. E você?

What Else? | Check if the student has any questions regarding the video, question, or content of this section.

Homework Instructions | Explain the exercises the student has to do for Homework and then check if he/she has any questions about them.

Should you have extra time

Ask the student to reproduce the following sentences and then change one word in each one.

1. This is Liz.
2. This is my school.
3. I have classes in the schoolyard.
4. I have a ruler.
5. I have colored pencils.

Lesson 2

Reiterative Learning Objectives

- Can name everyday objects, if supported by pictures.
- Can name and introduce a few places at school.
- Can talk about school supplies.
- Can introduce a friend to others and greet a new friend being introduced.

Note | Before the student starts his/her lesson on the **Wiz.tab**, explain that he/she will have a challenge posed by you during the Teacher Support. He/She will answer a question, form a sentence with the word(s) you say, or guess a charade at the end of the lesson. Remind him/her to pay close attention to the lesson.

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Interactive Task

Content Review

The student listens to sentences to review what he/she learned in the previous lesson. He/She reproduces these sentences out loud: *This is the principal's office.* / *I have classes in the library.* / *This is Bobby.* / *My eraser is great.*

Read and Choose | The student reads four sentences, drags them to the corresponding images, and then listens to the audio. After that, he/she practices the sentences by saying them out loud.

Listen, Complete and Match | After saying what he/she sees in the pictures, the student completes the activity in his/her book by listening to the audio, completing the sentences and matching them to the right pictures. To correct the exercise, on the **Wiz.tab**, the student drags the words to the corresponding sentences. Additionally, for further practice, the student matches the full sentences to the right pictures.

Drilling Practice | The student does the drilling practice along with the audio material.

Bingo! | The student is instructed to write nine words from Lesson 1 in the grid provided in his/her book. Then he/she listens to the audio and marks the words that have been called out. He/She should continue until there are no words left to mark. He/She should shout *Bingo!* at this point.

Let's Have Fun! | On the **Wiz.tab**, the student answers questions about the first picture, listens to the first part of the story, and practices saying the lines out loud. After that, he/she creates new lines for the characters. Finally, he/she is informed that during the Review Lesson, he/she is going to take part in a fun activity. During the Teacher Support, it is important that the student practice the lines he/she created with you or with a classmate.

Learning Objectives Checking | The student checks the content he/she learned in this lesson on the Spread Page. He/She is also instructed to use the **Wiz.pen** on the images related to the content he/she learned in the previous lessons to listen to the words.

Homework Instructions | The student is instructed to open his/her **Workbook** and to call you so that you can explain how each exercise should be done. Also, he/she is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

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

Challenge | Say the following content and have your student form a sentence with it.

1. This is...
2. eraser

Drilling Practice

1. This is my classroom. | computer room | school
2. This is Ha-ru. | Sue | Bobby
3. I have a marker. | pencil sharpener | compass
4. This cafeteria is great! | library | schoolyard

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Este é Little Wiz.
2. Eu tenho uma cola. E você?

Homework Hand-in Reminder | Make sure to collect the student's homework.

Let's Have Fun! | Ask the student to practice the lines he/she created for the characters with you or with a classmate.

Learning Objectives 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 | Explain the exercises the student has to do for Homework and then check if he/she has any questions about them.

Should you have extra time

Read the following sentences in L1 and ask your student to say them in English.

1. Este é o auditório.
2. Este é meu compasso.
3. Este é o Joe.
4. Esta sala de informática é ótima.
5. Meu lápis é ótimo.

Further Interaction

In case there is still time available or in case the student has finished the lesson, consider suggesting the following activity to be done in pairs with either you or a classmate.

Read and Choose | The pair should take turns reading the sentences in the book. Once they finish, they should talk about the other pictures using the same sentence structures.

Lesson 3

Learning Objectives

- Can name some shapes and colors.
- Can say what they can or can't draw or color.

Grammar

- Modal verb *can* in the affirmative and negative forms.
- Adjectives before nouns.
- Indefinite article *a* (*I can draw a circle.*).

New Content | 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: *square / triangle / diamond / rectangle / heart*

Interactive Task

Match

The student matches the sentences to the corresponding images. **Audio script:** *I draw a circle. / I color a square. / I color a rectangle. / I color a heart.*

Take Action! | The student follows the Wizard methodology presentation and practices pattern.

Dialogue | The student answers questions about the characters in the picture. Then he/she listens to the dialogue, follows it on screen, and says it

out loud. After that, the student is guided to play the role of one of the characters in the dialogue.

Interactive Task

Put in Order

The student puts the sentences of the dialogue in the correct order.

What Else? | The student follows the Wizard methodology presentation and practices pattern. Before the drilling procedure, he/she is instructed to open **Wiz.me**, watch the video, and go back to the **Wiz.tab**, where he/she answers a question about the video. At this point, your student may call you in case he/she has any questions.

Assessment | The student listens to the questions in L1 and answers them in English. **Audio script:** *Como se diz "Isto é quadrado e verde."? / Como se diz "Eu tenho uma régua retangular e amarela."? / Como se diz "Eu consigo desenhar um losango."? / Como se diz "Eu consigo pintar um coração muito bem."? / Como se diz "Isto é triangular e amarelo."? / Como se diz "Isto é redondo e azul"?*

Homework Instructions | The student is instructed to open his/her **Workbook** and to call you so that you can explain how each exercise should be done. Also, he/she is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

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

Drilling Practice

1. I can color the triangle very well. | heart | rectangle
2. I can't draw a diamond very well. | square | semicircle
3. I have a rectangular eraser. | triangular | square
4. My pencil sharpener is triangular and blue. | round | rectangular

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu não consigo desenhar um losango muito bem. E você?
2. A sala da diretoria é quadrada e branca. E a sala de aula?

What Else? | Check if the student has any questions regarding the video, question, or content of this section.

Homework Instructions | Explain the exercises the student has to do for Homework and then check if he/she has any questions about them.

Should you have extra time

Read the following sentences and ask the student to change them into negatives.

1. I can draw a square.
2. I can color the shapes.
3. I can color the heart very well.
4. I can draw a triangle very well.
5. I can color the diamond.

Lesson 4

Reiterative Learning Objectives

- Can name some shapes and colors.
- Can say what they can or can't draw or color.

Note | Before the student starts his/her lesson on the **Wiz.tab**, reinforce that he/she will have a challenge posed by you during the Teacher Support. He/She will answer a question, form a sentence with the word(s) you say, or guess a charade at the end of the lesson. Remind him/her to pay close attention to the lesson.

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Interactive Task

Content Review

The student listens to sentences to review what he/she learned in the previous lesson. He/She reproduces these sentences out loud: *I can draw a rectangle. / I can draw a circle. / I can color a semicircle. / This is rectangular and green.*

Talk about Yourself | On the **Wiz.tab**, the student listens and reproduces the sentences out loud. Then he/she completes the sentences in his/her book and shares them with a classmate or with you during the Teacher Support.

Listen and Choose | In this task, the student listens to the audio and drags the sentences to the corresponding images. Then he/she practices the sentences by saying them out loud.

Drilling Practice | The student does the drilling practice along with the audio material.

Chain Game! | The student listens to the sentences and says them out loud. Then he/she listens to the beginning of the sentence and says it out loud. Finally, he/she completes each sentence using the item in the picture.

Let's Have Fun! | On the **Wiz.tab**, the student answers questions about the second picture, listens to the first and second parts of the story, and practices saying the lines out loud. After that, he/she creates new lines for the characters. Finally, he/she is informed that during the Review Lesson, he/she is going to take part in a fun activity. During the Teacher Support, it is important that the student practice the lines he/she created with you or with a classmate.

Learning Objectives Checking | The student checks the content he/she learned in this lesson on the Spread Page. He/She is also instructed to use the **Wiz.pen** on the images related to the content he/she learned in the previous lessons to listen to the words.

Homework Instructions | The student is instructed to open his/her **Workbook** and to call you so that you can explain how each exercise should be done. Also, he/she is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

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

Challenge | Read the following charades and have your student guess the correct answers.

1. I'm the shape of a pizza: circle
2. I'm the color of the sky: blue

Drilling Practice

1. I can't color the shapes. | hearts | circles
2. I can draw a rectangle very well. | triangle | square
3. My pencil sharpener is triangular and red. | blue | yellow
4. This is my eraser. | pencil sharpener | ruler

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu consigo desenhar um semicírculo. E você?
2. Meu estojo é retangular e verde. E o seu estojo?

Homework Hand-in Reminder | Make sure to collect the student's homework.

Talk about Yourself | Have the student share his/her sentences with a classmate or with you.

Let's Have Fun! | Ask the student to practice the lines he/she created for the characters with you or with a classmate.

Learning Objectives 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 | Explain the exercises the student has to do for Homework and then check if he/she has any questions about them.

Should you have extra time

Read the sentences and words in parentheses. Ask the student to add the shapes to the right place in each sentence. He/She will need to add "and" to some of the sentences.

1. I can color very well. (a square)
2. I have a pencil case. (rectangular)
3. I have a red notebook. (round)
4. My book is blue. (square)
5. My ruler is green. (triangular)

Further Interaction

In case there is still time available or in case the student has finished the lesson, consider suggesting the following activity to be done in pairs with either you or a classmate.

Listen and Choose | The pairs should look at the images and form sentences using the words they represent.

Lesson 5

Learning Objectives

- Can name things that exist in space.
- Can say the cardinal and ordinal numbers from 1 to 10.

Grammar

- Modal verb *can* in the interrogative form.
- Short answers (Yes, *I can*./No, *I can't*.)
- Conjunction *but* (No, *I can't*, but *I can draw a star*.)
- Preposition *about* (*Can you tell me about the Sun?*)

New Content | 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: *solar system / space / Earth / planets / comet*

Interactive Task

Match

The student matches the sentences to the corresponding images. **Audio script:** *I can see the Earth. / I can tell you about the solar system. / I can't see the comet. / I can't tell you about space.*

Take Action! | The student follows the Wizard methodology presentation and practices pattern.

Dialogue | The student answers questions about the characters in the picture. Then he/she listens to the dialogue, follows it on screen, and says it out loud. After that, the student is guided to play the role of one of the characters in the dialogue.

Interactive Task

Put in Order

The student puts the sentences of the dialogue in the correct order.

What Else? | The student follows the Wizard methodology presentation and practices pattern. Before the drilling procedure, he/she is instructed to open **Wiz.me**, watch the video, and go back to the **Wiz.tab**, where he/she answers a question about the video. At this point, your student may call you in case he/she has any questions.

Assessment | The student listens to the questions in L1 and answers them in English. **Audio script:** *Qual é o terceiro planeta? / Como se diz "Você consegue ver Saturno?" / Como se diz "Você pode me contar mais sobre Júpiter?" / Como se diz "Sim, eu posso."? / Como se diz "Não, eu não posso."? / Como se diz "Eu vejo estrelas."?*

Homework Instructions | The student is instructed to open his/her **Workbook** and to call you so that you can explain how each exercise should be done. Also, he/she is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

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

Drilling Practice

1. Can you tell me about space? | the Moon | the Earth
2. Yes, I can. The Earth is round. | awesome | blue
3. I can see the stars, but I can't see the Moon. | Sun – planets | comets – Earth
4. Mercury is the first planet. | Venus – second | the Earth – third

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Marte é o quarto planeta do sistema solar. E a Terra?
2. Você pode me contar mais sobre Júpiter? E sobre Vênus?

What Else? | Check if the student has any questions regarding the video, question, or content of this section.

Homework Instructions | Explain the exercises the student has to do for Homework and then check if he/she has any questions about them.

Should you have extra time

Ask the student to reproduce and answer the following questions.

1. Can you see the stars?
2. Can you see Neptune?
3. Can you tell me about the Moon?
4. Can you tell me more about Venus?
5. Can you tell me more about the Earth?

Listen and Put in Order | The student answers who he/she sees in the pictures and then finds out what the characters are talking about by putting the conversation in the correct order. First, the student listens to each sentence individually and reproduces it out loud. Then the student listens to the audio twice, one for the completion of the exercise on the **Wiz.tab**, and the second time to check their answers.

Drilling Practice | The student does the drilling practice along with the audio material.

Challenge! | The student begins the exercise by saying out loud which words or expressions he/she remembers from the lessons of the batch. Then he/she is given three minutes to write as many words related to the topics as he/she can in the spaces provided in the book. During the Teacher Support, the student shows the teacher how many and which words he/she wrote.

Let's Have Fun! | On the **Wiz.tab**, the student answers questions about the third picture, listens to the whole story, and practices saying the lines out loud. After that, he/she creates new lines for the characters. Finally, he/she is reminded that during the Review Lesson, he/she is going to take part in a fun activity. During the Teacher Support, it is important that the student practice the lines he/she created with you or with a classmate.

Learning Objectives Checking | The student checks the content he/she learned in this lesson on the Spread Page. He/She is also instructed to use the **Wiz.pen** on the images related to the content he/she learned in the previous lessons to listen to the words.

Homework Instructions | The student is instructed to open his/her **Workbook** and to call you so that you can explain how each exercise should be done. Also, he/she is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Lesson 6

Reiterative Learning Objectives

- Can name things that exist in space.
- Can say the cardinal and ordinal numbers from 1 to 10.

Note | Before the student starts his/her lesson on the **Wiz.tab**, reinforce that he/she will have a challenge posed by you during the Teacher Support. He/She will answer a question, form a sentence with the word(s) you say, or guess a charade at the end of the lesson. Remind him/her to pay close attention to the lesson.

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Interactive Task

Content Review

The student listens to sentences to review what he/she learned in the previous lesson. He/She reproduces these sentences out loud: *I can't tell you about Mars. / I can tell you about the solar system. / Can you see the planets? / Venus is the second planet.*

Read and Write | The student observes the images, listens to the audio, and reads the text. Then he/she listens to the text sentence by sentence and says them out loud. To practice some more, the student matches the words or expressions to the corresponding images. Lastly, the student reads the text, filling the gaps with personal information.

Teacher Support - 5'

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

Challenge | Read the following questions and ask the student to answer them out loud.

1. Can you tell me more about the solar system?
2. Can you tell me more about the school?

Drilling Practice

1. Can you tell me more about the Sun? | Moon | Earth
2. Can you see the stars? | comets | planets
3. No, I can't, but I can see Saturn. | the Moon | the planets
4. The Earth is the third planet. | Jupiter – fifth | Neptune – eighth

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu consigo ver o Sol, mas eu não consigo ver os planetas. E você?
2. Sim, eu consigo ver o cometa. E você?

Homework Hand-in Reminder | Make sure to collect the student's homework.

Challenge! | Check how many and which words the student wrote for each topic.

Let's Have Fun! | Ask the student to practice the lines he/she created for the characters with you or with a classmate.

Learning Objectives 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 | Explain the exercises the student has to do for Homework and then check if he/she has any questions about them.

Should you have extra time

Read the sentences and ask the student to change them according to the content in parentheses.

1. Yes, I can. The Earth is round. (blue)
2. Mars is awesome. (Saturn)
3. Jupiter is the fifth planet. (Uranus – seventh)
4. Venus is the second planet. (Mercury – first)
5. Can you see Neptune? (Mars)

Further Interaction

In case there is still time available or in case the student has finished the lesson, consider suggesting the following activity to be done in pairs with either you or a classmate.

Listen and Put in Order | The pair should take turns reading the conversation.

Review 1

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Pinpoint | The student answers questions about the picture. Then he/she listens to the dialogue twice and answers the questions in his/her book. He/She listens to the audio one more time to complete the exercise on the **Wiz.tab** and corrects the answers in the book. At this point, the student is prepared for a guessing game that will take place during the Teacher Support.

Interactive Task

Choose Correct Answer

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

Self-assessment | The student listens to the Self-assessment sentences and follows the audio instructions. During the Teacher Support, check if the student has any questions to ask his/her classmates.

Let's Have Fun! | The student creates new lines for the characters and practices them with a classmate or with you during the Teacher Support.

Homework Instructions | The student is instructed to open his/her **Workbook** and to call you so that you can explain how each exercise should be done. Also, he/she is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

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

Conversation Practice | Ask the student the following questions. Encourage further conversation.

1. Can you draw and paint a diamond well?
2. Can you tell me about Mars?
3. Can you tell me about our school?

Homework Hand-in Reminder | Make sure to collect the student's homework.

Pinpoint | The student describes three things using the shapes and colors learned. Try or have another student try to guess what these three things are. If time allows and there are more Kids 2 and Kids 4 students in class, have them play one round of *What is it?*, the game played by the characters in the audio. Model the activity with a confident student (e.g., Teacher: *It is rectangular and white.* / Student: *An eraser.*) and then have this student model another example with another student. Make sure they understand one of them should describe something using shapes and colors and the other should guess what it is. Also make sure to adapt the game in case you have Kids 2 and Kids 4 students playing it. For more details, check the Pinpoint instructions in the Teacher's Guide for the *Connections Experience*.

Self-assessment | Have the student tell you his/her answers to the exercise on the **Wiz.tab**.

Audio script: Give three examples of places at school. / Point to and name three school supplies you have. / Give two examples of shapes. / Say what color and shape your eraser is. / Give two examples of what we can see in space. / Ask two classmates to tell you about the Sun and the Earth.

Let's Have Fun! | Check the new lines created for the characters and role-play or have a classmate role-play them with the student.

Homework Instructions | Explain the exercises the student has to do for Homework and then check if he/she has any questions about them.

Should you have extra time

Read the sentences and ask the student to change them according to the information in parentheses.

1. I can draw the planets. (interrogative)
2. I can draw and color the shapes very well. (negative)
3. I can't see the stars. (affirmative)
4. I can tell you about space. (interrogative)
5. Yes, I can see the triangular eraser. (negative)

Lesson 7

Learning Objectives

- Can understand what people say they can or can't do from simple sentences spoken slowly and clearly.
- Can talk about things they can or can't do.
- Can talk about their preferences.

Grammar

- Modal verb *can* in the affirmative, negative, and interrogative forms.
- Adverb *so*.

Spread Page | The student listens to the learning objectives of this batch of lessons.

New Content | 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: *difficult / drawing / bracelet / origami / collage*

Interactive Task

Match

The student matches the sentences to the corresponding images. **Audio script:** *I make collages. / I can make paintings. It is easy. / I can't make origami. It is difficult. / I prefer cards.*

Take Action! | The student follows the Wizard methodology presentation and practices pattern.

Dialogue | The student answers questions about the characters in the picture. Then he/she listens to the dialogue, follows it on screen, and says it out loud. After that, the student is guided to play the role of one of the characters in the dialogue.

Interactive Task

Put in Order

The student puts the sentences of the dialogue in the correct order.

What Else? | The student follows the Wizard methodology presentation and practices pattern. Before the drilling procedure, he/she is instructed to open **Wiz.me**, watch the video, and go back to the **Wiz.tab**, where he/she answers a question about the video. At this point, your student may call you in case he/she has any questions.

Assessment | The student listens to the questions in L1 and answers them in English. **Audio script:** Você consegue fazer pulseiras? / Como se diz "O que você prefere: colagens ou cartões"? / Como se diz "Eu faço pinturas nos sábados."? / Como se diz "Eu não sei fazer desenhos. É difícil."? / Como se diz "Eu prefiro colagens a origami."? / Como se diz "Eu não posso te contar sobre artistas famosos na quarta-feira."?

Homework Instructions | The student is instructed to open his/her **Workbook** and to call you so that you can explain how each exercise should be done. Also, he/she is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

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

Drilling Practice

1. I can make collages. It is easy! | cards | drawings
2. I can't make origami. It is so difficult! | bracelets | collages
3. Which do you prefer: painting or making a collage? | drawing or making cards | drawing or origami
4. I prefer origami to collages. | drawing to painting | blue to green

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu prefiro pintura a fazer cartões. E você?
2. Eu não consigo fazer arte aos domingos. E você?

What Else? | Check if the student has any questions regarding the video, question, or content of this section.

Homework Instructions | Explain the exercises the student has to do for Homework and then check if he/she has any questions about them.

Should you have extra time

Read the following sentences in L1 and ask your student to say them in English.

1. Eu não sei fazer colagens. É difícil!
2. Eu prefiro desenhos a fazer cartões.
3. O que você prefere: fazer pulseiras ou cartões?
4. Você pode fazer arte no domingo?
5. Eu posso lhe contar sobre artistas famosos na segunda-feira.

Lesson 8

Reiterative Learning Objectives

- Can understand what people say they can or can't do from simple sentences spoken slowly and clearly.
- Can talk about things they can or can't do using simple fixed expressions.
- Can talk about their preferences.

Note | Before the student starts his/her lesson on the **Wiz.tab**, explain that he/she will have a challenge posed by you during the Teacher Support. He/She will answer a question, form a sentence with the word(s) you say, or guess a charade at the end of the lesson. Remind him/her to pay close attention to the lesson.

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Interactive Task

Content Review

The student listens to sentences to review what he/she learned in the previous lesson. He/She reproduces these sentences out loud: We can make bracelets on Friday. / Can you tell me about famous artists on Thursday? / I prefer making origami on Tuesday. / Which do you prefer: cards or painting?

Talk about Yourself | On the **Wiz.tab**, the student listens and reproduces the sentences out loud. Then he/she completes the sentences in his/her book and shares them with a classmate or with you during the Teacher Support.

Listen and Put in Order | The student answers who he/she sees in the pictures and then finds out what the characters are talking about by putting the conversation in the correct order. First, the student listens to each sentence individually and reproduces it out loud. Then the student listens to the audio twice, one for the completion of the exercise on the **Wiz.tab**, and the second time to check their answers.

Drilling Practice | The student does the drilling practice along with the audio material.

Bingo! | The student is instructed to write nine words from Lesson 7 in the grid provided in his/her book. Then he/she listens to the audio and marks the words that have been called out. He/She should continue until there are no words left to mark. He/She should shout *Bingo!* at this point.

Let's Have Fun! | On the **Wiz.tab**, the student answers questions about the first picture, listens to the first part of the story, and practices saying the lines out loud. After that, he/she creates new lines for the characters. Finally, he/she is informed that during the Review Lesson, he/she is going to take part in a fun activity. During the Teacher Support, it is important that the student practice the lines he/she created with you or with a classmate.

Learning Objectives Checking | The student checks the content he/she learned in this lesson on the Spread Page. He/She is also instructed to use the **Wiz.pen** on the images related to the content he/she learned in the previous lessons to listen to the words.

Homework Instructions | The student is instructed to open his/her **Workbook** and to call you so that you can explain how each exercise should be done. Also, he/she is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

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

Challenge | Read the following questions and ask the student to answer them out loud.

1. Can you make origami?
2. Which do you prefer: painting or making a collage?

Drilling Practice

1. I can't make origami. It is difficult. | paintings | cards
2. Can you make a bracelet on Sunday? | Saturday | Tuesday
3. Do you prefer making a bracelet or a collage? | red or yellow | painting or drawing
4. I prefer drawing to making cards. | yellow to red | painting to drawing

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu consigo fazer um desenho. E você?
2. Eu prefiro fazer origami a fazer uma pulseira. E você?

Homework Hand-in Reminder | Make sure to collect the student's homework.

Talk about Yourself | Have the student share his/her sentences with a classmate or with you.

Let's Have Fun! | Ask the student to practice the lines he/she created for the characters with you or with a classmate.

Learning Objectives 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 | Explain the exercises the student has to do for Homework and then check if he/she has any questions about them.

Should you have extra time

Ask the student to reproduce and answer the following questions.

1. Can you make a bracelet?
2. Which do you prefer: painting or making a collage?
3. Can you make art on Thursday?
4. Can you make a card?
5. Which do you prefer: drawing or making origami?

Further Interaction

In case there is still time available or in case the student has finished the lesson, consider suggesting the following activity to be done in pairs with either you or a classmate.

Listen and Put in Order | The pair should take turns reading the conversation.

Dialogue | The student answers questions about the characters in the picture. Then he/she listens to the dialogue, follows it on screen, and says it out loud. After that, the student is guided to play the role of one of the characters in the dialogue.

Interactive Task

Put in Order

The student puts the sentences of the dialogue in the correct order.

Lesson 9

Learning Objectives

- Can infer basic information about a character's preferences from pictures.
- Can talk about musical preferences.
- Can say how they feel when listening to music.

Grammar

- Simple Present of the verbs to listen and to feel in the affirmative and negative forms with I, you, we, they.
- Pronouns we and they.

New Content | 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: *pop music / relaxed / excited / loud / annoyed*

Interactive Task

Match

The student matches the sentences to the corresponding images. **Audio script:** *I listen to rock and roll with my headphones on. / The music is low. / I listen to pop music. I feel relaxed. / I listen to classical music.*

Take Action! | The student follows the Wizard methodology presentation and practices pattern.

What Else? | The student follows the Wizard methodology presentation and practices pattern. Before the drilling procedure, he/she is instructed to open **Wiz.me**, watch the video, and go back to the **Wiz.tab**, where he/she answers a question about the video. At this point, your student may call you in case he/she has any questions.

Assessment | The student listens to the questions in L1 and answers them in English. **Audio script:** *Como se diz "Eu escuto rock and roll. É incrível."? / Como se diz "Nós não escutamos música pop."? / Como se diz "Você só escuta música clássica."? / Como se diz "Nós nos sentimos chateadas."? / Como se diz "Elas se sentem felizes."? / Como se diz "Eles escutam música pop e se sentem cheios de energia".*

Homework Instructions | The student is instructed to open his/her **Workbook** and to call you so that you can explain how each exercise should be done. Also, he/she is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

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

Drilling Practice

1. I listen to pop music with my headphones on. | classical music | rock and roll
2. You listen to classical music every day. | pop music | rock and roll
3. I listen to rock and roll, and I feel happy. | angry | energetic
4. They listen to pop music, and they feel good. | annoyed | sad

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu só escuto música clássica. E você?
2. Eu escuto rock and roll e me sinto animado/a. E você?

What Else? | Check if the student has any questions regarding the video, question, or content of this section.

Homework Instructions | Explain the exercises the student has to do for Homework and then check if he/she has any questions about them.

Should you have extra time

Ask the student to reproduce the sentences out loud and to change them so they become true for him/her.

1. I listen to pop music with my headphones on every day.
2. I only listen to classical music. I feel relaxed and calm.
3. I listen to rock and roll, and I feel energetic.
4. I don't listen to pop music every day.
5. I don't listen to rock and roll on weekends.

Interactive Task

Content Review

The student listens to sentences to review what he/she learned in the previous lesson. He/She reproduces these sentences out loud: *I listen to pop music, and I feel energetic. / We don't listen to classical music. It is too loud. / I listen to rock and roll with my headphones on every day. / I feel good and calm.*

Read and Write | The student observes the images, listens to the audio, and reads the text. Then he/she listens to the text sentence by sentence and says them out loud. To practice some more, the student matches the words or expressions to the corresponding images. Lastly, the student reads the text, filling the gaps with personal information.

Listen and Complete | The student listens to the audio and completes the sentences in his/her book. Then, in order to correct their answers, he/she completes the exercise on the **Wiz.tab**.

Drilling Practice | The student does the drilling practice along with the audio material.

Chain Game! | The student listens to the sentences and says them out loud. Then he/she listens to the beginning of the sentence and says it out loud. Finally, he/she completes each sentence using the item in the picture.

Let's Have Fun! | On the **Wiz.tab**, the student answers questions about the second picture, listens to the first and second parts of the story, and practices saying the lines out loud. After that, he/she creates new lines for the characters. Finally, he/she is informed that during the Review Lesson, he/she is going to take part in a fun activity. During the Teacher Support, it is important that the student practice the lines he/she created with you or with a classmate.

Learning Objectives Checking | The student checks the content he/she learned in this lesson on the Spread Page. He/She is also instructed to use the **Wiz.pen** on the images related to the content he/she learned in the previous lessons to listen to the words.

Lesson 10

Reiterative Learning Objectives

- Can talk about musical preferences.
- Can say how they feel when listening to music.

Note | Before the student starts his/her lesson on the **Wiz.tab**, reinforce that he/she will have a challenge posed by you during the Teacher Support. He/She will answer a question, form a sentence with the word(s) you say, or guess a charade at the end of the lesson. Remind him/her to pay close attention to the lesson.

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Homework Instructions | The student is instructed to open his/her **Workbook** and to call you so that you can explain how each exercise should be done. Also, he/she is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

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

Challenge | Read the following charades and have your student guess the correct answers.

1. I do this with my headphones on: listen to music
2. Mozart, Beethoven, and Chopin are examples of me: classical music

Drilling Practice

1. I listen to classical music every day. | pop music | rock and roll
2. I listen to rock and roll, and I feel angry. | annoyed | energetic
3. I prefer rock and roll to pop music. | We | They
4. I don't feel sad on Mondays. | relaxed | bored

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu não me sinto animado às segundas-feiras. E você?
2. Eu prefiro música pop a rock and roll. E você?

Homework Hand-in Reminder | Make sure to collect the student's homework.

Let's Have Fun! | Ask the student to practice the lines he/she created for the characters with you or with a classmate.

Learning Objectives 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 | Explain the exercises the student has to do for Homework and then check if he/she has any questions about them.

Should you have extra time

Ask the student to reproduce the following sentences and then change one word in each one.

1. I feel bored.
2. We listen to classical music, and we feel calm.
3. They listen to pop music, and they feel energetic.
4. I listen to rock and roll with my headphones on.
5. They only listen to classical music.

Further Interaction

In case there is still time available or in case the student has finished the lesson, consider suggesting the following activity to be done in pairs with either you or a classmate.

Listen and Complete | The pair takes turns reading the sentences out loud and then changing these sentences so they become true for them.

Lesson 11

Learning Objectives

- Can recognize familiar words and phrases in basic descriptions.
- Can express likes and dislikes.
- Can say if they know or don't know some people.
- Can talk about artists and their countries and nationalities.

Grammar

- Simple Present of the verbs *to know* and *to like* in the interrogative and negative forms with *I*, *you*, *we*, *they*.
- Simple Present of the verb *to be* in the affirmative form with *he* and *she*.
- Personal pronouns *her* and *him* as objects and complements.
- Indefinite articles *a* and *an*.
- Demonstrative pronouns *this* and *that*.

New Content | 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: *painter / writer / street artist / musician / illustrator*

Interactive Task

Match

The student matches the sentences to the corresponding images. **Audio script:** *I know this street artist. / I like this dancer. / I like this illustrator. / I don't know this singer.*

Take Action! | The student follows the Wizard methodology presentation and practices pattern.

Dialogue | The student answers questions about the characters in the picture. Then he/she listens to the dialogue, follows it on screen, and says it out loud. After that, the student is guided to play the role of one of the characters in the dialogue.

Interactive Task

Put in Order

The student puts the sentences of the dialogue in the correct order.

What Else? | The student follows the Wizard methodology presentation and practices pattern. Before the drilling procedure, he/she is instructed to open **Wiz.me**, watch the video, and go back to the **Wiz.tab**, where he/she answers a question about the video. At this point, your student may call you in case he/she has any questions.

Assessment | The student listens to the questions in L1 and answers them in English. **Audio script:** *Como se diz "Você conhece esse artista de rua?" / Como se diz "Ela é uma cantora famosa. Eu gosto dela."? / Como se diz "Eu não conheço esse ilustrador."? / Como se diz "Ele é um escritor dos Estados Unidos. Ele é americano."? / Como se diz "Ela é uma musicista da Coreia do Sul. Ela é sul-coreana."? / Como se diz "Ele é um dançarino talentoso. Eu gosto dele."?*

Homework Instructions | The student is instructed to open his/her **Workbook** and to call you so that you can explain how each exercise should be done. Also, he/she is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

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

Drilling Practice

1. Do you know this singer? | writer | illustrator
2. I don't know this street artist. | actor | musician
3. He is a famous dancer. | street artist | painter
4. This writer is from France. She is French. | Austria – Austrian | Brazil – Brazilian

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu conheço este pintor famoso. E você?
2. Eu gosto desta musicista. E você?

What Else? | Check if the student has any questions regarding the video, question, or content of this section.

Homework Instructions | Explain the exercises the student has to do for Homework and then check if he/she has any questions about them.

Should you have extra time

Read the sentences and ask the student to change them according to the information in parentheses.

1. Do you know this singer? (illustrator)
2. Yes, she is a talented artist. (dancer)
3. I like him. (her)
4. This painter is from Russia. She is Russian. (Mexico – Mexican)
5. This musician is from China. He is Chinese. (the United States – American)

Lesson 12

Reiterative Learning Objectives

- Can recognize familiar words and phrases in basic descriptions.
- Can express likes and dislikes in relation to familiar topics.
- Can say if they know or don't know some people.
- Can talk about artists and their countries and nationalities.

Note | Before the student starts his/her lesson on the **Wiz.tab**, reinforce that he/she will have a challenge posed by you during the Teacher Support. He/She will answer a question, form a sentence with the word(s) you say, or guess a charade at the end of the lesson. Remind him/her to pay close attention to the lesson.

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Interactive Task

Content Review

The student listens to sentences to review what he/she learned in the previous lesson. He/She reproduces these sentences out loud: *I know her. She is a talented writer. / She is an actress from Argentina. She is Argentinian. / I don't know that painter. / I know him. He is a famous actor.*

Read and Choose | The student reads four sentences, drags them to the corresponding images, and then listens to the audio. After that, he/she practices the sentences by saying them out loud.

Listen, Complete and Match | After saying what he/she sees in the pictures, the student completes the activity in his/her book by listening to the audio, completing the sentences and matching them to the right pictures. To correct the exercise, on the **Wiz.tab**, the student drags the words to the corresponding sentences. Additionally, for further practice, he/she matches the full sentences to the right pictures.

Drilling Practice | The student does the drilling practice along with the audio material.

Talk about Yourself | On the **Wiz.tab**, the student listens and reproduces the sentences out loud. Then he/she completes the sentences in his/her book and shares them with a classmate or with you during the Teacher Support.

Let's Have Fun! | On the **Wiz.tab**, the student answers questions about the third picture, listens to the whole story, and practices saying the lines out loud. After that, he/she creates new lines for the characters. Finally, he/she is reminded that during the Review Lesson, he/she is going to take part in a fun activity. During the Teacher Support, it is important that the student practice the lines he/she created with you or with a classmate.

Learning Objectives Checking | The student checks the content he/she learned in this lesson on the Spread Page. He/She is also instructed to use the **Wiz.pen** on the images related to the content he/she learned in the previous lessons to listen to the words.

Homework Instructions | The student is instructed to open his/her **Workbook** and to call you so that you can explain how each exercise should be done. Also, he/she is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

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

Challenge | Say the following content and have your student form a sentence with it.

1. street artist
2. Chinese

Drilling Practice

1. Do you know this talented actor? | writer | painter
2. He is South Korean. I like him. | Chinese | Russian
3. She is from France. I like her. | the United States | Argentina
4. I don't know him. | her | you

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu conheço esta cantora. E você?
2. Eu conheço o Leonardo da Vinci. Ele é um pintor talentoso. E você, conhece um pintor talentoso?

Homework Hand-in Reminder | Make sure to collect the student's homework.

Talk about Yourself | Have the student share his/her sentences with a classmate or with you.

Let's Have Fun! | Ask the student to practice the lines he/she created for the characters with you or with a classmate.

Learning Objectives 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 | Explain the exercises the student has to do for Homework and then check if he/she has any questions about them.

Should you have extra time

Read the following sentences and ask the student to change them into negatives.

1. I know this dancer.
2. I like this actor.
3. I know this writer.
4. I like her.
5. I know him.

Further Interaction

In case there is still time available or in case the student has finished the lesson, consider suggesting the following activity to be done in pairs with either you or a classmate.

Read and Choose | The pair should take turns reading the sentences in the book. Once they finish, they should talk about the other pictures using the same sentence structures.

Review 2

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Pinpoint | The student answers questions about the picture. Then he/she listens to the dialogue twice and answers the questions in his/her book. He/She listens to the audio one more time to complete the exercise on the **Wiz.tab** and corrects the answers in his/her book. At this point, the student is prepared for a guessing game that will take place during the Teacher Support.

Interactive Task

Choose Correct Answer

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

Self-assessment | The student listens to the Self-assessment sentences and follows the audio instructions. During the Teacher Support, check if the student has any questions to ask his/her classmates.

Let's Have Fun! | The student creates new lines for the characters and practices them with a classmate or with you during the Teacher Support.

Homework Instructions | The student is instructed to open his/her **Workbook** and to call you so that you can explain how each exercise should be done. Also, he/she is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

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

Conversation Practice | Ask the student the following questions. Encourage further conversation.

1. Which do you prefer: making collages or cards?
2. How do you feel?
3. Do you know a famous singer?

Homework Hand-in Reminder | Make sure to collect the student's homework.

Pinpoint | The student chooses three talented artists and describes what they do using the vocabulary learned. Try or have another student try to guess who these three artists are. If time allows and there are more Kids 2 and Kids 4 students in class, have them play one round of *Listen and Tell me*, the game played by the characters in the audio, using their favorite music apps or singing or humming the songs themselves. You may also play the music on your mobile device. Model the activity with a confident student, e.g., *Teacher plays some pop music.* / *Student: (It is) Pop music.* and then have this student model another example with another student. Make sure they understand one of them should play or sing or hum some music and the other should guess what type of music it is. Also make sure to adapt the game in case you have Kids 2 and Kids 4 students playing it. For more details, check the Pinpoint instructions in the Teacher's Guide for the *Connections Experience*.

Self-assessment | Have the student tell you his/her answers to the exercise on the **Wiz.tab**.

Audio script: Give two examples of types of art you like to make. / Say one type of art that is difficult for you. / Give one example of a kind of music you listen to. / Say how you feel when you listen to loud music. / Name three singers or actors you like. / Name three countries and their corresponding nationalities.

Let's Have Fun! | Check the new lines created for the characters and role-play or have a classmate role-play them with the student.

Homework Instructions | Explain the exercises the student has to do for Homework and then check if he/she has any questions about them.

Should you have extra time

Ask the student to create sentences using the following content:

1. on Thursday
2. bored
3. pop music
4. street artist
5. Mexico – Mexican

Lesson 13

Learning Objectives

- Can talk about soccer.
- Can say what people wear when playing soccer.
- Can recognize familiar words and basic phrases in short sentences.
- Can understand simple sentences about everyday activities.

Grammar

- Simple Present in the affirmative form (3rd person singular).

Spread Page | The student listens to the learning objectives of this batch of lessons.

New Content | 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: team / referee / goal / jersey / goalkeeper

Interactive Task

Match

The student matches the sentences to the corresponding images. **Audio script:** I wear a purple jersey. / We prefer this player. / I like this coach. / They know this referee.

Take Action! | The student follows the Wizard methodology presentation and practices pattern.

Dialogue | The student answers questions about the characters in the picture. Then he/she listens to the dialogue, follows it on screen, and says it out loud. After that, the student is guided to play the role of one of the characters in the dialogue.

Interactive Task

Put in Order

The student puts the sentences of the dialogue in the correct order.

What Else? | The student follows the Wizard methodology presentation and practices pattern. Before the drilling procedure, he/she is instructed to open **Wiz.me**, watch the video, and go back to the **Wiz.tab**, where he/she answers a question about the video. At this point, your student may call you in case he/she has any questions.

Assessment | The student listens to the questions in L1 and answers them in English. **Audio script:** Como se diz "Este é o time."? / Como se diz "Eu gosto desta camisa de futebol."? / Como se diz "Ela usa chuteiras pretas."? / Como se diz "Esse goleiro bate os pênaltis."? / Como se diz "Ele faz os arremessos laterais."? / Como se diz "Vamos bater escanteios."?

Homework Instructions | The student is instructed to open his/her **Workbook** and to call you so that you can explain how each exercise should be done. Also, he/she is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

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

Drilling Practice

1. This goalkeeper plays soccer very well. | player | coach
2. The player always listens to the team. | coach | referee
3. He takes the throw-ins. | corner kicks | free kicks
4. She always takes the corner kicks. | free kicks | throw-ins

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu gosto desse goleiro. E você?
2. Meu professor veste uma camisa de futebol amarela. E o seu professor ou sua professora?

What Else? | Check if the student has any questions regarding the video, question, or content of this section.

Homework Instructions | Explain the exercises the student has to do for Homework and then check if he/she has any questions about them.

Should you have extra time

Read the sentences and ask the student to change them according to the content in parentheses.

1. This is my team. (jersey)
2. He wears a blue soccer jersey. (She)
3. She wears green soccer shoes. (a goalkeeper jersey)
4. He knows the Mexican coach. (player)
5. Let's take the corner kicks. (throw-ins)

Note | Before the student starts his/her lesson on the **Wiz.tab**, explain that he/she will have a challenge posed by you during the Teacher Support. He/She will answer a question, form a sentence with the word(s) you say, or guess a charade at the end of the lesson. Remind him/her to pay close attention to the lesson.

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Interactive Task

Content Review

The student listens to sentences to review what he/she learned in the previous lesson. He/She reproduces these sentences out loud: *She wears a red jersey.* / *The coach listens to the team.* / *He takes the corner kicks.* / *He takes the free kicks.*

Read and Choose | The student reads four sentences, drags them to the corresponding images, and then listens to the audio. After that, he/she practices the sentences by saying them out loud.

Listen, Complete and Match | After saying what he/she sees in the pictures, the student completes the activity in his/her book by listening to the audio, completing the sentences, and matching them to the right pictures. To correct the exercise, on the **Wiz.tab**, the student drags the words to the corresponding sentences. Additionally, for further practice, the student matches the full sentences to the right pictures.

Drilling Practice | The student does the drilling practice along with the audio material.

Bingo! | The student is instructed to write nine words from Lesson 13 in the grid provided in his/her book. Then he/she listens to the audio and marks the words that have been called out. He/She should continue until there are no words left to mark. He/She should shout *Bingo!* at this point.

Let's Have Fun! | On the **Wiz.tab**, the student answers questions about the first picture, listens to the first part of the story, and practices saying the lines out loud. After that, he/she creates new lines for the characters. Finally, he/she is informed that during the Review Lesson, he/she is going to take part in a fun activity. During the Teacher Support, it is important that the student practice the lines he/she created with you or with a classmate.

Lesson 14

Reiterative Learning Objectives

- Can talk about soccer.
- Can say what people wear when playing soccer.
- Can recognize familiar words and basic phrases in short sentences.
- Can understand simple sentences about everyday activities.

Learning Objectives Checking | The student checks the content he/she learned in this lesson on the Spread Page. He/She is also instructed to use the **Wiz.pen** on the images related to the content he/she learned in the previous lessons to listen to the words.

Homework Instructions | The student is instructed to open his/her **Workbook** and to call you so that you can explain how each exercise should be done. Also, he/she is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

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

Challenge | Read the following questions and ask the student to answer them out loud.

1. Do you wear a jersey to play sports?
2. What words related to soccer do you know?

Drilling Practice

1. She likes this team. | player | jersey
2. He knows a French soccer player. | Brazilian | Chinese
3. The player wears a white jersey. | coach | referee
4. She takes corner kicks very well. | throw-ins | free kicks

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Meu amigo joga futebol. E o seu amigo?
2. Minha amiga prefere a camisa de futebol preta. E a sua amiga?

Homework Hand-in Reminder | Make sure to collect the student's homework.

Let's Have Fun! | Ask the student to practice the lines he/she created for the characters with you or with a classmate.

Learning Objectives 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 | Explain the exercises the student has to do for Homework and then check if he/she has any questions about them.

Should you have extra time

Ask the student to reproduce the sentences out loud and to change them so they become true for him/her.

1. I like this goalkeeper.
2. I wear a white jersey.
3. I play soccer with my team.
4. I take the corner kicks.
5. I take the penalty kicks.

Further Interaction

In case there is still time available or in case the student has finished the lesson, consider suggesting the following activity to be done in pairs with either you or a classmate.

Read and Choose | The pair should take turns reading the sentences in the book. Once they finish, they should talk about the other pictures using the same sentence structures.

Lesson 15

Learning Objectives

- Can talk about video games.
- Can say what they want or don't want to do.
- Can follow simple dialogues in short, illustrated stories, if they can listen while reading.

Grammar

- Simple Present in the negative form (3rd person singular).
- Possessive adjectives *his* and *her*.

New Content | 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: *level / opponent / avatar / score / controller*

Interactive Task

Match

The student matches the sentences to the corresponding images. **Audio script:** My sister likes this game. / My brother prefers this controller. / He wants to start again. / She wants this avatar.

Take Action! | The student follows the Wizard methodology presentation and practices pattern.

Dialogue | The student answers questions about the characters in the picture. Then he/she listens to the dialogue, follows it on screen, and says it out loud. After that, the student is guided to play the role of one of the characters in the dialogue.

Interactive Task

Put in Order

The student puts the sentences of the dialogue in the correct order.

What Else? | The student follows the Wizard methodology presentation and practices pattern. Before the drilling procedure, he/she is instructed to open **Wiz.me**, watch the video, and go back to the **Wiz.tab**, where he/she answers a question about the video. At this point, your student may call you in case he/she has any questions.

Assessment | The student listens to the questions in L1 and answers them in English. **Audio script:** Como se diz "Ele não joga videogame aos domingos."? / Como se diz "Ele não quer saber a pontuação."? / Como se diz "Ela quer ver o avatar dela."? / Como se diz "Bom jogo!"? / Como se diz "É um empate."? / Como se diz "Ela não quer jogar com este oponente."?

Homework Instructions | The student is instructed to open his/her **Workbook** and to call you so that you can explain how each exercise should be done. Also, he/she is reminded to do the Homework after class and to use the Listen Up! card on **Wiz.me**.

Teacher Support - 5'

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

Drilling Practice

1. He doesn't start on Monday. | Thursday | Friday
2. He doesn't want to draw the avatar. | Moon | stars
3. She doesn't want to play with you. | draw | make origami
4. My opponent is not from the United States. | Argentina | Russia

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu não quero jogar com esse avatar. E você?
2. Meu amigo não joga nos finais de semana. E o seu amigo?

What Else? | Check if the student has any questions regarding the video, question, or content of this section.

Homework Instructions | Explain the exercises the student has to do for Homework and then check if he/she has any questions about them.

Should you have extra time

Read the following sentences and ask the student to change them into negatives.

1. I start at level four.
2. She wants to see the level.
3. She starts on Friday.
4. He wants to draw with you.
5. The score is good.

Lesson 16

Reiterative Learning Objectives

- Can talk about video games.
- Can say what they want or don't want to do.
- Can follow simple dialogues in short, illustrated stories, if they can listen while reading.

Note | Before the student starts his/her lesson on the **Wiz.tab**, reinforce that he/she will have a challenge posed by you during the Teacher Support. He/She will answer a question, form a sentence with the word(s) you say, or guess a charade at the end of the lesson. Remind him/her to pay close attention to the lesson.

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Interactive Task

Content Review

The student listens to sentences to review what he/she learned in the previous lesson. He/She reproduces these sentences out loud: *My friend doesn't have a controller. / He doesn't want to see the level. / He doesn't want to play with you. / I win!*

Read and Write | The student observes the images, listens to the audio, and reads the text. Then he/she listens to the text sentence by sentence and says them out loud. To practice some more, the student matches the words or expressions to the corresponding images. Lastly, the student reads the text, filling the gaps with personal information.

Listen and Complete | The student listens to the audio and completes the sentences in his/her book. Then, in order to correct their answers, he/she completes the exercise on the **Wiz.tab**.

Drilling Practice | The student does the drilling practice along with the audio material.

Hot Potato! | The student listens to the sentences and says them out loud. Then he/she changes them into the negative form saying them out loud. To finish, he/she is instructed to listen to the correct answers and reproduce them out loud.

Let's Have Fun! | On the **Wiz.tab**, the student answers questions about the second picture, listens to the first and second parts of the story, and practices saying the lines out loud. After that, he/she creates new lines for the characters. Finally, he/she is informed that during the Review Lesson, he/she is going to take part in a fun activity. During the Teacher Support, it is important that the student practice the lines he/she created with you or with a classmate.

Learning Objectives Checking | The student checks the content he/she learned in this lesson on the Spread Page. He/She is also instructed to use the **Wiz.pen** on the images related to the content he/she learned in the previous lessons to listen to the words.

Homework Instructions | The student is instructed to open his/her **Workbook** and to call you so that you can explain how each exercise should be

done. Also, he/she is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

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

Challenge | Say the following content and have your student form a sentence with it.

1. skin
2. opponent

Drilling Practice

1. She doesn't want to start the game. | He |
The gamer
2. I don't like my avatar. | opponent | jersey
3. He doesn't have six points. | seven | three
4. He is not a good gamer. | player | referee

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Esse avatar não é bom. E o seu?
2. Minha irmã não quer jogar com esse oponente. E você?

Homework Hand-in Reminder | Make sure to collect the student's homework.

Let's Have Fun! | Ask the student to practice the lines he/she created for the characters with you or with a classmate.

Learning Objectives 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 | Explain the exercises the student has to do for Homework and then check if he/she has any questions about them.

Should you have extra time

Read the following sentences in L1 and ask your student to say them in English.

1. Eu ganhei.
2. Minha vez, Liz!
3. Bom jogo!
4. É um empate.
5. Eu quero ver o placar.

Further Interaction

In case there is still time available or in case the student has finished the lesson, consider suggesting the following activity to be done in pairs with either you or a classmate.

Listen and Complete | The pair takes turns reading the sentences out loud and then changing these sentences so they become true for them.

Lesson 17

Learning Objectives

- Can talk about martial arts and some aspects of Asian culture.
- Can follow simple dialogues in short, illustrated stories, if they can listen while reading.
- Can recognize words related to familiar topics, if supported by pictures or gestures.

Grammar

- Simple Present in the interrogative form (3rd person singular).

New Content | 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:
martial arts / karate / belt / chopsticks / bowl

Interactive Task

Match

The student matches the sentences to the corresponding images. **Audio script:** They use chopsticks. / I speak Chinese. / He is a yellow belt in karate. / We do karate.

Take Action! | The student follows the Wizard methodology presentation and practices pattern.

Dialogue | The student answers questions about the characters in the picture. Then he/she listens to the dialogue, follows it on screen, and says it out loud. After that, the student is guided to play the role of one of the characters in the dialogue.

Interactive Task

Put in Order

The student puts the sentences of the dialogue in the correct order.

What Else? | The student follows the Wizard methodology presentation and practices pattern. Before the drilling procedure, he/she is instructed to open **Wiz.me**, watch the video, and go back to the **Wiz.tab**, where he/she answers a question about the video. At this point, your student may call you in case he/she has any questions.

Assessment | The student listens to the questions in L1 and answers them in English. **Audio script:** *Como se pergunta "Ela fala inglês"? / Como se diz "Ele faz artes marciais às segundas-feiras."? / Como se pergunta "Ela usa hashis"? / Como se diz "Eu quero um prato, por favor."? / Como se pergunta "Eles fazem taekwondo aos sábados"? / Como se diz "Não, eles não fazem. Eles fazem caratê aos sábados."?*

Homework Instructions | The student is instructed to open his/her **Workbook** and to call you so that you can explain how each exercise should be done. Also, he/she is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

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

Drilling Practice

1. Does he speak Japanese? | Chinese | Korean
2. Does he do karate on Wednesdays? | taekwondo | martial arts
3. Does she use chopsticks? | this bowl | this controller
4. He does martial arts. That's interesting! | karate | taekwondo

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Sua mãe usa hashis? E seu pai?
2. Seu professor faz artes marciais? E seu melhor amigo?

What Else? | Check if the student has any questions regarding the video, question, or content of this section.

Homework Instructions | Explain the exercises the student has to do for Homework and then check if he/she has any questions about them.

Should you have extra time

Read the following sentences and ask the student to change them into interrogatives.

1. They prefer to use a knife.
2. She uses chopsticks.
3. He speaks Russian.
4. She does taekwondo.
5. He speaks Korean.

Interactive Task

Content Review

The student listens to sentences to review what he/she learned in the previous lesson. He/She reproduces these sentences out loud: *Does he use chopsticks and a bowl? / He does martial arts. / She speaks Korean. / I use a fighting mat.*

Talk about Yourself | On the **Wiz.tab**, the student listens and reproduces the sentences out loud. Then he/she completes the sentences in his/her book and shares them with a classmate or with you during the Teacher Support.

Listen and Put in Order | The student answers who he/she sees in the pictures and then finds out what the characters are talking about by putting the conversation in the correct order. First, the student listens to each sentence individually and reproduces it out loud. Then the student listens to the audio twice, one for the completion of the exercise on the **Wiz.tab**, and the second time to check their answers.

Drilling Practice | The student does the drilling practice along with the audio material.

Challenge! | The student begins the exercise by saying out loud which words or expressions he/she remembers from the lessons of the batch. Then he/she is given three minutes to write as many words related to the topics as he/she can in the spaces provided in the book. During the Teacher Support, the student shows the teacher how many and which words he/she wrote.

Let's Have Fun! | On the **Wiz.tab**, the student answers questions about the third picture, listens to the whole story, and practices saying the lines out loud. After that, he/she creates new lines for the characters. Finally, he/she is reminded that during the Review Lesson, he/she is going to take part in a fun activity. During the Teacher Support, it is important that the student practice the lines he/she created with you or with a classmate.

Learning Objectives Checking | The student checks the content he/she learned in this lesson on the Spread Page. He/She is also instructed to use the **Wiz.pen** on the images related to the content he/she learned in the previous lessons to listen to the words.

Lesson 18

Reiterative Learning Objectives

- Can talk about martial arts and some aspects of Asian culture.
- Can follow simple dialogues in short, illustrated stories, if they can listen while reading.
- Can recognize words related to familiar topics, if supported by pictures or gestures.

Note | Before the student starts his/her lesson on the **Wiz.tab**, reinforce that he/she will have a challenge posed by you during the Teacher Support. He/She will answer a question, form a sentence with the word(s) you say, or guess a charade at the end of the lesson. Remind him/her to pay close attention to the lesson.

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Homework Instructions | The student is instructed to open his/her **Workbook** and to call you so that you can explain how each exercise should be done. Also, he/she is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

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

Challenge | Read the following charades and have your student guess the correct answers.

1. This sport is from South Korea and people practice it on a fighting mat: taekwondo
2. They are from China and people eat using them: chopsticks

Drilling Practice

1. Does he use bowls? | chopsticks | spoons
2. Do they speak Japanese? | Korean | Mandarin
3. Does she have a fighting mat? | black belt | pencil
4. Does he prefer karate to soccer? | kung fu to judo | origami to drawing

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Sua amiga usa colher? E seu melhor amigo?
2. Seu avô fala japonês? E sua avó?

Homework Hand-in Reminder | Make sure to collect the student's homework.

Talk about Yourself | Have the student share his/her sentences with a classmate or with you.

Challenge! | Check how many and which words the student wrote for each topic.

Let's Have Fun! | Ask the student to practice the lines he/she created for the characters with you or with a classmate.

Learning Objectives 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 | Explain the exercises the student has to do for Homework and then check if he/she has any questions about them.

Should you have extra time

Ask the student to reproduce the following sentences and then change one word in each one.

1. Do you do taekwondo?
2. She speaks Russian.
3. I want a glass, please.
4. She is a black belt in karate.
5. I do karate.

Further Interaction

In case there is still time available or in case the student has finished the lesson, consider suggesting the following activity to be done in pairs with either you or a classmate.

Listen and Put in Order | The pair should take turns reading the conversation.

Review 3

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Pinpoint | The student answers questions about the picture. Then he/she listens to the dialogue twice and answers the questions in his/her book. He/She listens to the audio one more time to complete the exercise on the **Wiz.tab** and corrects the answers in the book. At this point, the student is prepared for a guessing game that will take place during the Teacher Support.

Interactive Task

Choose Correct Answer

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

Self-assessment | The student listens to the Self-assessment sentences and follows the audio instructions. During the Teacher Support, check if the student has any questions to ask his/her classmates.

Let's Have Fun! | The student creates new lines for the characters and practices them with a classmate or with you during the Teacher Support.

Homework Instructions | The student is instructed to open his/her **Workbook** and to call you so that you can explain how each exercise should be

done. Also, he/she is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

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

Conversation Practice | Ask the student the following questions. Encourage further conversation.

1. Do you wear black soccer shoes?
2. Does your friend want to start a game on Saturday?
3. Does your father use chopsticks?

Homework Hand-in Reminder | Make sure to collect the student's homework.

Pinpoint | The student describes three things he/she wants to do or have related to soccer, video games or the Asian world using the vocabulary learned in this batch. Try or have another student try to guess what these three things are. If time allows and there are more Kids 2 and Kids 4 students in class, have them play one round of *What is it?*, the game played by the characters in the audio in Review 1, using vocabulary from the current batch. Model the activity with a confident student (e.g., Teacher: *I use it to play video games.* / Student: *A controller.*, Teacher: *I wear it to play soccer.* / Student: *A jersey.*) and then have this student model another example with another student. Make sure students understand one of them should talk about something learned in the past six lessons and the other should guess what it is. Also make sure to adapt the game in case you have Kids 2 and Kids 4 students playing it. For more details, check the Pinpoint instructions in the Teacher's Guide for the *Connections Experience*.

Self-assessment | Have the student tell you his/her answers to the exercise on the **Wiz.tab**.

Audio script: Say two things soccer players do in a soccer game. / Name two pieces of clothing soccer players wear in a game. / Mention two short sentences you can say to encourage a gamer. / Describe your favorite game avatar. / Give two examples of languages people speak. / Name two things Asian people use to eat.

Let's Have Fun! | Check the new lines created for the characters and role-play or have a classmate role-play them with the student.

Homework Instructions | Explain the exercises the student has to do for Homework and then check if he/she has any questions about them.

Should you have extra time

Ask the student to reproduce and answer the following questions.

1. Does your father play soccer well?
2. Does your sister have a controller?
3. Does your favorite player wear blue soccer shoes?
4. Do your parents speak Japanese?
5. Does your mother speak Korean?

Lesson 19

Learning Objectives

- Can talk about experiences in a forest.
- Can talk about the presence of something at a certain place.
- Can use a few expressions to indicate location.
- Can recognize single, familiar everyday words if supported by pictures.
- Can identify the names of people or places in simple dialogues, if spoken slowly and clearly.

Grammar

- *There + to be* in the affirmative form to express presence.
- Indefinite pronoun *some* (*There are some colorful flowers.*).
- *Let's* for suggestions and invitations (*Let's go to the forest!*).

Spread Page | The student listens to the learning objectives of this batch of lessons.

New Content | 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: *forest / water bottle / map / mountain / river*

Interactive Task

Match

The student matches the sentences to the corresponding images. **Audio script:** *I don't hide in the forest. / We can go to the mountain. / I don't hide the map in the bush. / He can go to the river.*

Take Action! | The student follows the Wizard methodology presentation and practices pattern.

Dialogue | The student answers questions about the characters in the picture. Then he/she listens to the dialogue, follows it on screen, and says it out loud. After that, the student is guided to play the role of one of the characters in the dialogue.

Interactive Task

Put in Order

The student puts the sentences of the dialogue in the correct order.

What Else? | The student follows the Wizard methodology presentation and practices pattern. Before the drilling procedure, he/she is instructed to open **Wiz.me**, watch the video, and go back to the **Wiz.tab**, where he/she answers a question about the video. At this point, your student may call you in case he/she has any questions.

Assessment | The student listens to the questions in L1 and answers them in English. **Audio script:** *Como se diz "Há flores por todos os lados."? / Como se diz "Há uma garrafa de água no rio."? / Como se diz "Eu me esconde perto do arbusto. Bem ali."? / Como se diz "Eu não vou para o rio perto da montanha."? / Como se diz "Há uma floresta colorida bem aqui."? / Como se diz "Vamos nos esconder atrás das grandes árvores."?*

Homework Instructions | The student is instructed to open his/her **Workbook** and to call you so that you can explain how each exercise should be done. Also, he/she is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

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

Drilling Practice

1. There is one water bottle, but there are two plates. | fork – spoons | glass – napkins
2. There is a big mountain right there. | clean river | pink flower
3. There are some rivers near the forest. | mountain | school
4. Let's hide behind the tree. | bush | mountain

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu me esconde na floresta. E você?
2. Eu vou para o rio. E você?

What Else? | Check if the student has any questions regarding the video, question, or content of this section.

Homework Instructions | Explain the exercises the student has to do for Homework and then check if he/she has any questions about them.

Should you have extra time

Read the following sentences and ask the student to change them into negatives.

1. There is a big tree in the forest.
2. There are water bottles all around.
3. There is a tree right here.
4. I hide the flowers in the bush.
5. You can hide the water bottle in the tree.

Lesson 20

Reiterative Learning Objectives

- Can talk about experiences in a forest.
- Can talk about the presence of something at a certain place.
- Can use a few expressions to indicate location.
- Can recognize single, familiar everyday words if supported by pictures.
- Can identify the names of people or places in simple dialogues, if spoken slowly and clearly.

Note | Before the student starts his/her lesson on the **Wiz.tab**, explain that he/she will have a challenge posed by you during the Teacher Support. He/She will answer a question, form a sentence with the word(s) you say, or guess a charade at the end of the lesson. Remind him/her to pay close attention to the lesson.

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Interactive Task

Content Review

The student listens to sentences to review what he/she learned in the previous lesson. He/She reproduces these sentences out loud: *I don't hide behind the big tree. / There are colorful flowers near the river. / There is a clean river right there. / The map is right here.*

Read and Write | The student observes the image, listens to the audio, and reads the text. Then he/she listens to the text sentence by sentence and says them out loud. To practice some more, the student matches the words or expressions to the corresponding image. Lastly, the student reads the text, filling the gaps with personal information.

Listen and Put in Order | The student answers who he/she sees in the pictures and then finds out what the characters are talking about by putting the conversation in the correct order. First, the student listens to each sentence individually and reproduces it out loud. Then the student listens to the audio twice, one for the completion of the exercise on the **Wiz.tab**, and the second time to check their answers.

Drilling Practice | The student does the drilling practice along with the audio material.

Bingo! | The student is instructed to write nine words from Lesson 19 in the grid provided in his/her book. Then he/she listens to the audio and marks the words that have been called out. He/She should continue until there are no words left to mark. He/She should shout *Bingo!* at this point.

Let's Have Fun! | On the **Wiz.tab**, the student answers questions about the first picture, listens to the first part of the story, and practices saying the lines out loud. After that, he/she creates new lines for the characters. Finally, he/she is informed that

during the Review Lesson, he/she is going to take part in a fun activity. During the Teacher Support, it is important that the student practices the lines he/she created with you or with a classmate.

Learning Objectives Checking | The student checks the content he/she learned in this lesson on the Spread Page. He/She is also instructed to use the **Wiz.pen** on the images related to the content he/she learned in the previous lessons to listen to the words.

Homework Instructions | The student is instructed to open his/her **Workbook** and to call you so that you can explain how each exercise should be done. Also, he/she is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

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

Challenge | Say the following content and have your student form a sentence with it.

1. all around
2. water bottle

Drilling Practice

1. He wants to go to the river. | forest | mountains
2. Let's hide the map behind the tree. | water bottle | notebook
3. There is a river behind the school. | tree | bush
4. There are some water bottles in the cafeteria. | schoolyard | classroom

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Há flores na floresta. E na montanha?
2. Há um rio limpo bem aqui. E na floresta?

Homework Hand-in Reminder | Make sure to collect the student's homework.

Let's Have Fun! | Ask the student to practice the lines he/she created for the characters with you or with a classmate.

Learning Objectives 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 | Explain the exercises the student has to do for Homework and then check if he/she has any questions about them.

Should you have extra time

Read the sentences and ask the student to change them according to the information in parentheses.

1. I hide in the forest. (bush)
2. There are some water bottles in the cafeteria. (bowls)
3. Let's go to the river! (forest)
4. We can't go to the forest. (river)
5. Look! Spot is in the forest. (bush)

Further Interaction

In case there is still time available or in case the student has finished the lesson, consider suggesting the following activity to be done in pairs with either you or a classmate.

Listen and Put in Order | The pair should take turns reading the conversation.

Lesson 21

Learning Objectives

- Can talk about wild animals.
- Can say what some animals can or can't do.
- Can talk about the absence of something.
- Can get the gist of simple stories, if told slowly and supported by pictures or gestures.
- Can show understanding of a word by matching it to a picture.
- Can reproduce words from taught vocabulary lists.

Grammar

- There + to be in the negative form to express absence.
- Indefinite pronoun any (*There aren't any birds in the sky now.*).
- Adjectives *beautiful, fast, and slow.*
- Adverbs *high, low, fast, and far.*
- Can for abilities.

New Content | 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: *bird / snake / jaguar / macaw / alligator*

Interactive Task

Match

The student matches the sentences to the corresponding images. **Audio script:** *Can macaws jump? / Can snakes fly? / Alligators can't fly. / Look! There are colorful birds in the sky.*

Take Action! | The student follows the Wizard methodology presentation and practices pattern.

Dialogue | The student answers questions about the characters in the picture. Then he/she listens to the dialogue, follows it on screen, and says it out loud. After that, the student is guided to play the role of one of the characters in the dialogue.

Interactive Task

Put in Order

The student puts the sentences of the dialogue in the correct order.

What Else? | The student follows the Wizard methodology presentation and practices pattern. Before the drilling procedure, he/she is instructed to open **Wiz.me**, watch the video, and go back to the **Wiz.tab**, where he/she answers a question about the video. At this point, your student may call you in case he/she has any questions.

Assessment | The student listens to the questions in L1 and answers them in English. **Audio script:** Como se diz "Tartarugas não conseguem voar."? / Como se pergunta "Macacos conseguem pular longe?" / Como se diz "Furões são animais rápidos."? / Como se diz "Não há cavalos nesta floresta."? / Como se diz "Não há um jacaré aqui."? / Como se diz "Este gato bonito consegue pular muito alto."?

Homework Instructions | The student is instructed to open his/her **Workbook** and to call you so that you can explain how each exercise should be done. Also, he/she is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

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

Drilling Practice

1. There aren't any snakes in this forest. | jaguars | alligators
2. Monkeys can jump very high. | far | fast
3. This beautiful bird can fly fast. | far | high
4. Rabbits are fast animals. | Cats | Horses

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Sapos conseguem pular bem alto. E coelhos?
2. Tartarugas são bem devagar. E furões?

What Else? | Check if the student has any questions regarding the video, question, or content of this section.

Homework Instructions | Explain the exercises the student has to do for Homework and then check if he/she has any questions about them.

Should you have extra time

Ask the student to reproduce the following sentences and then change one word in each one.

1. There isn't a macaw in the tree.
2. Dogs can't fly.
3. Turtles are very slow.
4. Can birds jump?
5. Can kangaroos jump high?

Lesson 22

Reiterative Learning Objectives

- Can talk about wild animals.
- Can say what some animals can or can't do.
- Can talk about the absence of something.
- Can get the gist of simple stories, if told slowly and supported by pictures or gestures.
- Can show understanding of a word by matching it to a picture.
- Can reproduce words from taught vocabulary lists.

Note | Before the student starts his/her lesson on the **Wiz.tab**, reinforce that he/she will have a challenge posed by you during the Teacher Support. He/She will answer a question, form a sentence with the word(s) you say, or guess a charade at the end of the lesson. Remind him/her to pay close attention to the lesson.

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Interactive Task

Content Review

The student listens to sentences to review what he/she learned in the previous lesson. He/She reproduces these sentences out loud: Macaws can fly very high. / Frogs can jump very far. / There aren't any kangaroos in this forest. / There isn't a ferret in the tree.

Talk about Yourself | On the **Wiz.tab**, the student listens and reproduces the sentences out loud. Then he/she completes the sentences in his/her book and shares them with a classmate or with you during the Teacher Support.

Listen and Complete | The student listens to the audio and completes the sentences in his/her book. Then, in order to correct their answers, he/she completes the exercise on the **Wiz.tab**.

Drilling Practice | The student does the drilling practice along with the audio material.

Chain Game! | The student listens to the sentences and says them out loud. Then he/she

listens to the beginning of the sentence and says it out loud. Finally, he/she completes each sentence using the item in the picture.

Let's Have Fun! | On the **Wiz.tab**, the student answers questions about the second picture, listens to the first and second parts of the story, and practices saying the lines out loud. After that, he/she creates new lines for the characters. Finally, he/she is informed that during the Review Lesson, he/she is going to take part in a fun activity. During the Teacher Support, it is important that the student practice the lines he/she created with you or with a classmate.

Learning Objectives Checking | The student checks the content he/she learned in this lesson on the Spread Page. He/She is also instructed to use the **Wiz.pen** on the images related to the content he/she learned in the previous lessons to listen to the words.

Homework Instructions | The student is instructed to open his/her **Workbook** and to call you so that you can explain how each exercise should be done. Also, he/she is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

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

Challenge | Read the following questions and ask the student to answer them out loud.

1. Can birds fly fast?
2. Can frogs jump low?

Drilling Practice

1. There aren't any dogs in the forest. | cats | kangaroos
2. There is a ferret behind the bush. | turtle | horse
3. This blue bird can fly high. | colorful | beautiful
4. Jaguars can jump far. | Kangaroos | Horses

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Não há nenhum jacaré aqui. E onças?
2. Cangurus conseguem pular bem longe. E gatos?

Homework Hand-in Reminder | Make sure to collect the student's homework.

Talk about Yourself | Have the student share his/her sentences with a classmate or with you.

Let's Have Fun! | Ask the student to practice the lines he/she created for the characters with you or with a classmate.

Learning Objectives 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 | Explain the exercises the student has to do for Homework and then check if he/she has any questions about them.

Should you have extra time

Ask the student to create sentences using the following content:

1. can't – fly
2. jump – high
3. fly – fast
4. very – slow
5. jump – low

Further Interaction

In case there is still time available or in case the student has finished the lesson, consider suggesting the following activity to be done in pairs with either you or a classmate.

Listen and Complete | The pair takes turns reading the sentences out loud and then changing the sentences so they become true for them.

Lesson 23

Learning Objectives

- Can say where a few wild animals live.
- Can talk about life in the oceans.
- Can ask questions about the presence or existence of something.
- Can understand a simple text if supported by pictures.
- Can understand basic questions about what things are in their immediate surroundings or in pictures.

Grammar

- *There + to be* in the interrogative form to ask about the presence or existence of something.
- Prepositions of place *in* and *on* (*in the ocean, on the sand*).

New Content | 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: *ocean / seahorse / fish / whale / shark*

Interactive Task

Match

The student matches the sentences to the corresponding images. **Audio script:** *Sharks live in the ocean. / There are some fish in the river. / There aren't any jellyfish in this river. / Look! There's a whale here!*

Take Action! | The student follows the Wizard methodology presentation and practices pattern.

Dialogue | The student answers questions about the characters in the picture. Then he/she listens to the dialogue, follows it on screen, and says it out loud. After that, the student is guided to play the role of one of the characters in the dialogue.

Interactive Task

Put in Order

The student puts the sentences of the dialogue in the correct order.

What Else? | The student follows the Wizard methodology presentation and practices pattern. Before the drilling procedure, he/she is instructed to open **Wiz.me**, watch the video, and go back to the **Wiz.tab**, where he/she answers a question about the video. At this point, your student may call you in case he/she has any questions.

Assessment | The student listens to the questions in L1 and answers them in English. **Audio script:** *Como se diz "Cavalos-marinhos vivem no oceano."? /*

Como se diz "Olhe! Há uma água-viva aqui!"? / Como se diz "Não há baleias coloridas."? / Como se pergunta "Há uma concha na areia?" / Como se pergunta "O que é aquilo?" / Como se pergunta "O que você faz?"

Homework Instructions | The student is instructed to open his/her **Workbook** and to call you so that you can explain how each exercise should be done. Also, he/she is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

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

Drilling Practice

1. Is there an octopus on the sand? | animal | alligator
2. Are there any fish in this river? | turtles | frogs
3. Are there fish of different colors? | seahorses | jellyfish
4. What do you see? | do | like

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Baleias moram no oceano. E cavalos-marinhos?
2. Há conchas no oceano. E na areia?

What Else? | Check if the student has any questions regarding the video, question, or content of this section.

Homework Instructions | Explain the exercises the student has to do for Homework and then check if he/she has any questions about them.

Should you have extra time

Read the following sentences and ask the student to change them into interrogatives.

1. There is an octopus here!
2. There are beautiful fish in the ocean.
3. There are some shells in the ocean.
4. You see a shark.
5. This is an octopus.

Lesson 24

Reiterative Learning Objectives

- Can say where a few wild animals live.
- Can talk about life in the oceans.
- Can ask questions about the presence and existence of something.
- Can understand a simple text if supported by pictures.
- Can understand basic questions about what things are in their immediate surroundings or in pictures.

Note | Before the student starts his/her lesson on the **Wiz.tab**, reinforce that he/she will have a challenge posed by you during the Teacher Support. He/She will answer a question, form a sentence with the word(s) you say, or guess a charade at the end of the lesson. Remind him/her to pay close attention to the lesson.

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Interactive Task

Content Review

The student listens to sentences to review what he/she learned in the previous lesson. He/She reproduces these sentences out loud: *Is this an octopus? / Is this a seahorse? / Is there a shell in the sand? / Some fish live in the ocean.*

Read and Choose | The student reads four sentences, drags them to the corresponding images, and then listens to the audio. After that, he/she practices the sentences by saying them out loud.

Listen, Complete and Match | After saying what he/she sees in the pictures, the student completes the activity in his/her book by listening to the audio, completing the sentences, and matching them to the right pictures. To correct the exercise, on the **Wiz.tab**, the student drags the words to the corresponding sentences. Additionally, for further practice, he/she matches the full sentences to the right pictures.

Drilling Practice | The student does the drilling practice along with the audio material.

Hot Potato! | The student listens to the sentences and says them out loud. Then he/she changes them into the negative and interrogative forms saying them out loud. To finish, he/she is instructed to listen to the correct answers and reproduce them out loud.

Let's Have Fun! | On the **Wiz.tab**, the student answers questions about the third picture, listens to the whole story, and practices saying the lines out loud. After that, he/she creates new lines for the characters. Finally, he/she is reminded that during the Review Lesson, he/she is going to take part in a fun activity. During the Teacher Support, it is important that the student practice the lines he/she created with you or with a classmate.

Learning Objectives Checking | The student checks the content he/she learned in this lesson on the Spread Page. He/She is also instructed to use the **Wiz.pen** on the images related to the content he/she learned in the previous lessons to listen to the words.

Homework Instructions | The student is instructed to open his/her **Workbook** and to call you so that you can explain how each exercise should be done. Also, he/she is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

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

Challenge | Read the following charades and have your student guess the correct answers.

1. I live in the ocean. I am big and fast: shark
2. I live in the ocean and in the sand. I am colorful: shell

Drilling Practice

1. Monkeys live in the forest. | Macaws | Jaguars
2. Is there a whale in the ocean? | shark | turtle
3. Are there shells on the sand? | jellyfish | water bottles
4. What is that on the tree? | on the sand | in the ocean

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English, point to the animals on the Spread Page of Lesson 23 and have the student answer them. Encourage further conversation.

1. Eu vejo um tubarão. O que você vê?
2. Isso é uma água-viva. O que é isso?

Homework Hand-in Reminder | Make sure to collect the student's homework.

Let's Have Fun! | Ask the student to practice the lines he/she created for the characters with you or with a classmate.

Learning Objectives 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 | Explain the exercises the student has to do for Homework and then check if he/she has any questions about them.

Should you have extra time

Ask the student to reproduce and answer the following questions. Point to pages 68 and 69 in the Student's Book as you ask these questions.

1. Is there an animal on the sand?
2. Are there any fish in the ocean?
3. Are there seahorses of different colors?
4. What do you see?
5. What's this?

Further Interaction

In case there is still time available or in case the student has finished the lesson, consider suggesting the following activity to be done in pairs with either you or a classmate.

Read and Choose | The pair should take turns reading the sentences in the book. Once they finish, they should talk about the other pictures using the same sentence structures.

Review 4

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Pinpoint | The student answers questions about the picture. Then he/she listens to the dialogue twice and answers the questions in his/her book. He/She listens to the audio one more time to complete the exercise on the **Wiz.tab** and corrects the answers in the book. At this point, the student is prepared for a guessing game that will take place during the Teacher Support.

Interactive Task

Choose Correct Answer

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

Self-assessment | The student listens to the Self-assessment sentences and follows the audio instructions. During the Teacher Support, check if the student has any questions to ask his/her classmates.

Let's Have Fun! | The student creates new lines for the characters and practices them with a classmate or with you during the Teacher Support.

Homework Instructions | The student is instructed to open his/her **Workbook** and to call you so that you can explain how each exercise should be done. Also, he/she is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

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

Conversation Practice | Ask the student the following questions. Encourage further conversation.

1. Is your water bottle near you?
2. Can you tell me more about wild animals?
3. What do you see?

Homework Hand-in Reminder | Make sure to collect the student's homework.

Pinpoint | The student describes an animal using the vocabulary and structures learned. Try or have another student try to guess what animal it is. If time allows and there are more Kids 2

and Kids 4 students in class, have them play one round of *Guess the Animal*, the game played by the characters in the audio. Model the activity with a confident student (e.g., Teacher: *It is very big and lives in the ocean.* / Student: *A whale.*) and then have this student model another example with another student. Make sure students understand one of them should give some hints about an animal and the other should guess what animal it is. Also make sure to adapt the game in case you have Kids 2 and Kids 4 students playing it. For more details, check the Pinpoint instructions in the Teacher's Guide for the *Connections Experience*.

Self-assessment | Have the student tell you his/her answers to the exercise on the **Wiz.tab**.

Audio script: Say three things or animals we can find in the forest. / Talk about the position of two students in the classroom. / Say three animals that we can have at home. / Name two animals that can jump. / Name two small animals that live in the ocean. / Name two big animals that live in the ocean.

Let's Have Fun! | Check the new lines created for the characters and role-play or have a classmate role-play them with the student.

Homework Instructions | Explain the exercises the student has to do for Homework and then check if he/she has any questions about them.

Should you have extra time

Ask the student to give examples of:

1. Places we can hide in the school.
2. Animals that are slow.
3. Animals we can see in the forest.
4. Big ocean animals.
5. Animals or things we can see on the sand when we go to the beach.

Lesson 25

Learning Objectives

- Can talk about ways to protect the environment.
- Can say what material something is made of.
- Can understand expressions or questions related to personal needs if delivered clearly.
- Can express immediate needs using simple language.
- Can get the gist of a simple illustrated story.

Grammar

- Verbs to need and to want followed by infinitive (We need to recycle plastic., We want to reduce water waste.).
- Pronoun it + contracted form of verb to be in the Simple Present (It's awful.).
- Structure to be made of + materials (The soda can is made of metal.).

Spread Page | The student listens to the learning objectives of this batch of lessons.

New Content | 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: pollution / plastic / waste / metal / food

Interactive Task

Match

The student matches the sentences to the corresponding images. **Audio script:** Do you recycle paper? / We can reduce food waste. / We can recycle plastic. / We can reduce energy waste.

Take Action! | The student follows the Wizard methodology presentation and practices pattern.

Dialogue | The student answers questions about the characters in the picture. Then he/she listens to the dialogue, follows it on screen, and says it out

loud. After that, the student is guided to play the role of one of the characters in the dialogue.

Interactive Task

Put in Order

The student puts the sentences of the dialogue in the correct order.

What Else? | The student follows the Wizard methodology presentation and practices pattern. Before the drilling procedure, he/she is instructed to open **Wiz.me**, watch the video, and go back to the **Wiz.tab**, where he/she answers a question about the video. At this point, your student may call you in case he/she has any questions.

Assessment | The student listens to the questions in L1 and answers them in English. **Audio script:** *Como se pergunta "O que mais precisamos fazer?" / Como se diz "Eu reciclo plástico."? / Como se diz "Nós precisamos reduzir o desperdício de energia."? / Como se diz "Desperdício de água é horrível."? / Como se pergunta "Você recicla vidro?" / Como se diz "Nós podemos reciclar papel."?*

Homework Instructions | The student is instructed to open his/her **Workbook** and to call you so that you can explain how each exercise should be done. Also, he/she is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

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

Drilling Practice

1. We need to recycle plastic. | paper | metal
2. They want to reduce pollution. | water waste | energy waste
3. What else do we need to do? | recycle | reduce
4. This bottle is made of glass. | plastic | metal

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Nós precisamos reciclar plástico. O que mais precisamos fazer?
2. A garrafa é feita de plástico. E a caixa de cereal?

What Else? | Check if the student has any questions regarding the video, question, or content of this section.

Homework Instructions | Explain the exercises the student has to do for Homework and then check if he/she has any questions about them.

Should you have extra time

Read the following sentences in L1 and ask your student to say them in English.

1. Poluição é terrível.
2. O que mais eles precisam fazer?
3. Esse prato é feito de plástico.
4. Essa faca é feita de metal.
5. Vamos reciclar a caixa de cereal.

Lesson 26

Reiterative Learning Objectives

- Can talk about ways to protect the environment.
- Can say what material something is made of.
- Can understand expressions or questions related to personal needs if delivered clearly.
- Can express immediate needs using simple language.

Note | Before the student starts his/her lesson on the **Wiz.tab**, explain that he/she will have a challenge posed by you during the Teacher Support. He/She will answer a question, form a sentence with the word(s) you say, or guess a charade at the end of the lesson. Remind him/her to pay close attention to the lesson.

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Interactive Task

Content Review

The student listens to sentences to review what he/she learned in the previous lesson. He/She reproduces these sentences out loud: *This water bottle is made of plastic. / We can recycle metal. / We want to reduce food waste. / Let's recycle this snack bag.*

Read and Choose | The student reads four sentences, drags them to the corresponding images, and then listens to the audio. After that, he/she practices the sentences by saying them out loud.

Listen, Complete and Match | After saying what he/she sees in the pictures, the student completes the activity in his/her book by listening to the audio, completing the sentences, and matching them to the right pictures. To correct the exercise, on the **Wiz.tab**, the student drags the words to the corresponding sentences. Additionally, for further practice, he/she matches the full sentences to the right pictures.

Drilling Practice | The student does the drilling practice along with the audio material.

Bingo! | The student is instructed to write nine words from Lesson 25 in the grid provided in his/her book. Then he/she listens to the audio and marks the words that have been called out. He/She should continue until there are no words left to mark. He/She should shout *Bingo!* at this point.

Let's Have Fun! | On the **Wiz.tab**, the student answers questions about the first picture, listens to the first part of the story, and practices saying the lines out loud. After that, he/she creates new lines for the characters. Finally, he/she is informed that during the Review Lesson, he/she is going to take part in a fun activity. During the Teacher Support, it is important that the student practice the lines he/she created with you or with a classmate.

Learning Objectives Checking | The student checks the content he/she learned in this lesson on the Spread Page. He/She is also instructed to use the **Wiz.pen** on the images related to the content he/she learned in the previous lessons to listen to the words.

Homework Instructions | The student is instructed to open his/her **Workbook** and to call you so that you can explain how each exercise should be done. Also, he/she is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

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

Challenge | Read the following questions and ask the student to answer them out loud.

1. We need to recycle metal. What else do we need to do?
2. We need to reduce energy waste. What else do we need to do?

Drilling Practice

1. I want to recycle this metal box. | plastic | paper
2. We need to reduce pollution. | water waste | energy waste
3. What else do we need to reduce? | do | recycle
4. That cereal box is made of paper. | napkin | plate

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Nós queremos reduzir a poluição. O que mais precisamos fazer?
2. Este livro é feito de papel. E a colher?

Homework Hand-in Reminder | Make sure to collect the student's homework.

Let's Have Fun! | Ask the student to practice the lines he/she created for the characters with you or with a classmate.

Learning Objectives 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 | Explain the exercises the student has to do for Homework and then check if he/she has any questions about them.

Should you have extra time

Ask the student to reproduce the following sentences and then change one word in each one.

1. This bottle is made of glass.
2. I recycle plastic.
3. Do you recycle metal?
4. We can reduce water waste.
5. Let's reduce pollution!

Further Interaction

In case there is still time available or in case the student has finished the lesson, consider suggesting the following activity to be done in pairs with either you or a classmate.

Read and Choose | The pair should take turns reading the sentences in the book. Once they finish, they should talk about the other pictures using the same sentence structures.

Lesson 27

Learning Objectives

- Can name a few parts of the body and talk about personal hygiene.
- Can give a command on what to do.
- Can say it's time to do something.
- Can recognize a few familiar everyday nouns and adjectives if spoken slowly and clearly.
- Can get the gist of a very simple illustrated story.

Grammar

- Contracted forms of verb to be in the Simple Present.
- Imperative in the affirmative form.

New Content | 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:
soap / cotton swabs / dental floss / ear / nails

Interactive Task

Match

The student matches the sentences to the corresponding images. **Audio script:** I wash my face every day. / I need dental floss, please. / The soap is near the cotton swabs. / I clean my nails every day.

Take Action! | The student follows the Wizard methodology presentation and practices pattern.

Dialogue | The student answers questions about the characters in the picture. Then he/she listens to the dialogue, follows it on screen, and says it out loud. After that, the student is guided to play the role of one of the characters in the dialogue.

Interactive Task

Put in Order

The student puts the sentences of the dialogue in the correct order.

What Else? | The student follows the Wizard methodology presentation and practices pattern. Before the drilling procedure, he/she is instructed to open **Wiz.me**, watch the video, and go back to the **Wiz.tab**, where he/she answers a question about the video. At this point, your student may call you in case he/she has any questions.

Assessment | The student listens to the questions in L1 and answers them in English. **Audio script:** Como se diz "Eu lavo meu cabelo com xampu."? / Como se diz "Eu escovo meus dentes todos os dias."? / Como se diz "Lave suas mãos, por favor."? / Como se diz "É hora de limpar seu nariz."? / Como se diz "Seus pés estão muito sujos."? / Como se diz "Suas orelhas estão muito limpas."?

Homework Instructions | The student is instructed to open his/her **Workbook** and to call you so that you can explain how each exercise should be done. Also, he/she is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

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

Drilling Practice

1. I clean my ears every day. | hands | nails
2. Wash your hands, please. | ears | plates
3. It's time to take a shower! | floss your teeth | brush your teeth
4. It's time to wash your hair. | clean your body | wash your eyes

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu lavo minhas mãos todos os dias. E você?
2. Eu preciso passar fio dental. E você?

What Else? | Check if the student has any questions regarding the video, question, or content of this section.

Homework Instructions | Explain the exercises the student has to do for Homework and then check if he/she has any questions about them.

Should you have extra time

Read the sentences and ask the student to change them according to the content in parentheses.

1. Use this soap. (shampoo)
2. Clean your nose. It's dirty. (face)
3. Clean your nails. They are dirty. (feet)
4. It's time to wash your eyes. (clean your body)
5. Your face is clean. (glass)

Interactive Task

Content Review

The student listens to sentences to review what he/she learned in the previous lesson. He/She reproduces these sentences out loud: *Use this soap. / It's time to floss your teeth! / I want to take a shower. / Your hair is very dirty.*

Read and Write | The student observes the images, listens to the audio, and reads the text. Then he/she listens to the text sentence by sentence and says them out loud. To practice some more, the student matches the words or expressions to the corresponding images. Lastly, the student reads the text, filling the gaps with personal information.

Listen and Number | The student observes the images and says what he/she sees. Then he/she presses Play to listen to the audio. He/She is instructed to drag each sentence to the corresponding image.

Drilling Practice | The student does the drilling practice along with the audio material.

Chain Game! | The student listens to the sentences and says them out loud. Then he/she listens to the beginning of the sentence and says it out loud. Finally, he/she completes each sentence using the item in the picture.

Let's Have Fun! | On the **Wiz.tab**, the student answers questions about the second picture, listens to the first and second parts of the story, and practices saying the lines out loud. After that, he/she creates new lines for the characters. Finally, he/she is informed that during the Review Lesson, he/she is going to take part in a fun activity. During the Teacher Support, it is important that the student practice the lines he/she created with you or with a classmate.

Learning Objectives Checking | The student checks the content he/she learned in this lesson on the Spread Page. He/She is also instructed to use the **Wiz.pen** on the images related to the content he/she learned in the previous lessons to listen to the words.

Homework Instructions | The student is instructed to open his/her **Workbook** and to call you so that you can explain how each exercise should be done. Also, he/she is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Lesson 28

Reiterative Learning Objectives

- Can name a few parts of the body and talk about personal hygiene.
- Can give a command on what to do.
- Can say it's time to do something.
- Can recognize a few familiar everyday nouns and adjectives if spoken slowly and clearly.

Note | Before the student starts his/her lesson on the **Wiz.tab**, reinforce that he/she will have a challenge posed by you during the Teacher Support. He/She will answer a question, form a sentence with the word(s) you say, or guess a charade at the end of the lesson. Remind him/her to pay close attention to the lesson.

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Teacher Support - 5'

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

Challenge | Read the following charades and have your student guess the correct answers.

1. I clean your teeth: dental floss
2. I wash your hands: soap

Drilling Practice

1. Your nails are dirty. | feet | hands
2. It's time to take a shower. | brush your teeth | brush your hair
3. Wash your hair! | body | eyes
4. Clean your nails, please. | nose | ears

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu uso cotonetes. E você?
2. Eu limpo minhas orelhas. E você?

Homework Hand-in Reminder | Make sure to collect the student's homework.

Let's Have Fun! | Ask the student to practice the lines he/she created for the characters with you or with a classmate.

Learning Objectives 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 | Explain the exercises the student has to do for Homework and then check if he/she has any questions about them.

Should you have extra time

Ask the student to create a sentence using:

1. clean - hands
2. time - wash your hair
3. time - brush your teeth
4. face - dirty
5. feet - clean

Further Interaction

In case there is still time available or in case the student has finished the lesson, consider suggesting the following activity to be done in pairs with either you or a classmate.

Read and Write | The pair takes turns reading the text with the changes they made.

Lesson 29

Learning Objectives

- Can talk about caring for others.
- Can give a command on what to do or not to do.
- Can understand short, simple instructions addressed slowly and clearly.
- Can respond to a simple apology using a few basic, informal fixed expressions.
- Can write some familiar words.

Grammar

- Imperative in the affirmative and negative forms.

New Content | 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: careful / selfish / polite / helpful / siblings

Interactive Task

Match

The student matches the sentences to the corresponding images. **Audio script:** My best friends and I are sweet. / They help me with my origamis. / I share my pencil sharpener with my best friends. / He is rude.

Take Action! | The student follows the Wizard methodology presentation and practices pattern.

Dialogue | The student answers questions about the characters in the picture. Then he/she listens to the dialogue, follows it on screen, and says it out loud. After that, the student is guided to play the role of one of the characters in the dialogue.

Interactive Task

Put in Order

The student puts the sentences of the dialogue in the correct order.

What Else? | The student follows the Wizard methodology presentation and practices pattern. Before the drilling procedure, he/she is instructed to open **Wiz.me**, watch the video, and go back to the **Wiz.tab**, where he/she answers a question about the video. At this point, your student may call you in case he/she has any questions.

Assessment | The student listens to the questions in L1 and answers them in English. **Audio script:** Como se diz "Meus irmãos e eu somos cuidadosos com o gato."? / Como se diz "Eu compartilho meus lápis de cor com os meus melhores amigos."? / Como se diz "Não seja egoísta. Compartilhe seu fone de ouvido."? / Como se diz "Com licença, pai. Você pode me ajudar?" / Como se diz "Eu sou tão egoísta. Sinto muito."? / Como se diz "Preste atenção, por favor. Seja cuidadoso com o cachorro."?

Homework Instructions | The student is instructed to open his/her **Workbook** and to call you so that you can explain how each exercise should be done. Also, he/she is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

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

Drilling Practice

1. Don't be rude to your friend! | best friend | siblings
2. Be careful with the dog. | cat | animals
3. Be helpful to me. | her | him
4. Excuse me. Can I help you? | play with you | see your book

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Ajude sua mãe. O que mais você precisa fazer?
2. Seja prestativo com seu melhor amigo. O que mais você precisa fazer?

What Else? | Check if the student has any questions regarding the video, question, or content of this section.

Homework Instructions | Explain the exercises the student has to do for Homework and then check if he/she has any questions about them.

Should you have extra time

Ask the student to reproduce the following sentences and then change one word in each one.

1. Don't be selfish! Share your books.
2. I'm so selfish. Sorry!
3. Excuse me. Can you help me with my drawing?
4. I share my markers with my classmates.
5. My siblings and I are best friends.

Lesson 30

Reiterative Learning Objectives

- Can talk about caring for others.
- Can give a command on what to do or not to do.
- Can understand short, simple instructions addressed slowly and clearly.
- Can respond to a simple apology using a few basic, informal fixed expressions.
- Can write some familiar words.

Note | Before the student starts his/her lesson on the **Wiz.tab**, reinforce that he/she will have a challenge posed by you during the Teacher Support. He/She will answer a question, form a sentence with the word(s) you say, or guess a charade at the end of the lesson. Remind him/her to pay close attention to the lesson.

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Interactive Task

Content Review

The student listens to sentences to review what he/she learned in the previous lesson. He/She reproduces these sentences out loud: *Excuse me. Can you help me with my card? / Don't be rude to your teacher. / I share my scissors with my best friends. / My siblings and I are careful with the bird.*

Listen and Complete | The student listens to the audio and completes the sentences in his/her book. Then, in order to correct their answers, he/she completes the exercise on the **Wiz.tab**.

Listen and Put in Order | The student answers who he/she sees in the pictures and then finds out what the characters are talking about by putting the conversation in the correct order. First, the student listens to each sentence individually and reproduces it out loud. Then the student listens to the audio twice, one for the completion of the exercise on the **Wiz.tab**, and the second time to check their answers.

Drilling Practice | The student does the drilling practice along with the audio material.

Challenge! | The student begins the exercise by saying out loud which words or expressions he/she remembers from the lessons of the batch. Then he/she is given three minutes to write as many words related to the topics as he/she can in the spaces provided in the book. During the Teacher Support, the student shows the teacher how many and which words he/she wrote.

Let's Have Fun! | On the **Wiz.tab**, the student answers questions about the third picture, listens to the whole story, and practices saying the lines out loud. After that, he/she creates new lines for the characters. Finally, he/she is reminded that during the Review Lesson, he/she is going to take part in a fun activity. During the Teacher Support, it is important that the student practice the lines he/she created with you or with a classmate.

Learning Objectives Checking | The student checks the content he/she learned in this lesson on the Spread Page. He/She is also instructed to use the **Wiz.pen** on the images related to the content he/she learned in the previous lessons to listen to the words.

Homework Instructions | The student is instructed to open his/her **Workbook** and to call you so that you can explain how each exercise should be

done. Also, he/she is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

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

Challenge | Say the following content and have your student form a sentence with it.

1. sweet
2. helpful

Drilling Practice

1. Don't be selfish! | rude | angry
2. Be helpful to your friends. | best friend | siblings
3. Be careful with me. | her | him
4. Don't be rude to your friend. | me | him

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Seja cuidadoso com a tartaruga. O que mais nós precisamos fazer?
2. Não seja rude com o seu amigo. O que mais nós precisamos fazer?

Homework Hand-in Reminder | Make sure to collect the student's homework.

Challenge! | Check how many and which words the student wrote for each topic.

Let's Have Fun! | Ask the student to practice the lines he/she created for the characters with you or with a classmate.

Learning Objectives 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 | Explain the exercises the student has to do for Homework and then check if he/she has any questions about them.

Should you have extra time

Read the following sentences in L1 and ask your student to say them in English.

1. Seja educado e gentil.
2. Sem problemas.
3. Desculpe-me.
4. O prazer é meu!
5. Por favor, seja cuidadoso com seus irmãos.

Further Interaction

In case there is still time available or in case the student has finished the lesson, consider suggesting the following activity to be done in pairs with either you or a classmate.

Listen and Put in Order | The pair should take turns reading the conversation.

Review 5

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Pinpoint | The student answers questions about the picture. Then he/she listens to the dialogue twice and answers the questions in his/her book. He/She listens to the audio one more time to complete the exercise on the **Wiz.tab** and corrects the answers in the book. At this point, the student is prepared for a guessing game that will take place during the Teacher Support.

Interactive Task

Choose Correct Answer

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

Self-assessment | The student listens to the Self-assessment sentences and follows the audio instructions. During the Teacher Support, check if the student has anything to say to his/her classmates.

Let's Have Fun! | The student creates new lines for the characters and practices them with a classmate or with you during the Teacher Support.

Homework Instructions | The student is instructed to open his/her **Workbook** and to call you so that you can explain how each exercise should be done. Also, he/she is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

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

Conversation Practice | Ask the student the following questions. Encourage further conversation.

1. We need to reduce water waste. What else do we need to do?
2. Do you clean your nails every day?
3. Do you help your friends?

Homework Hand-in Reminder | Make sure to collect the student's homework.

Pinpoint | The student describes a friend or a relative using the vocabulary and structures learned. Try or have another student try to guess who this person is. If time allows and there are more Kids 2 and Kids 4 students in class, have them play one round of *I care*, the game played by the characters in the audio. Model the activity with a confident student (e.g., Teacher: *Your face is dirty. What do you need to do?* / Student: *I need to wash my face with soap.*), and then have this student model another example with a classmate. Make sure students understand one of them should present a situation where something needs to be done and the other should say what they need to do. Also make sure to adapt the game in case you have Kids 2 and Kids 4 students playing it. For more details, check the Pinpoint instructions in the Teacher's Guide for the Connections Experience.

Self-assessment | Have the student tell you his/her answers to the exercise on the **Wiz.tab**.

Audio script: Name three materials we can recycle. / Say what the 3Rs are. / Name three things we use for personal hygiene. / Name three parts of the body. / Say three things you need or want to do. / Tell two classmates what to do or what not to do.

Let's Have Fun! | Check the new lines created for the characters and role-play or have a classmate role-play them with the student.

Homework Instructions | Explain the exercises the student has to do for Homework and then check if he/she has any questions about them.

Should you have extra time

Ask the student to give examples of:

1. Things we can recycle.
2. Things made of plastic.
3. Things made of paper.
4. Parts of the body we clean and wash.
5. Things to do to be a good person.

Lesson 31

Learning Objectives

- Can say how they or other people feel.
- Can name some parts of the body.
- Can ask about what is wrong with someone.

Grammar

- Simple Present in the affirmative and negative forms (3rd person singular).
- Preposition with (What's the matter with you?).

Spread Page | The student listens to the learning objectives of this batch of lessons.

New Content | 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: *backache / bandage / wound / headache / stomachache*

Interactive Task

Match

The student matches the sentences to the corresponding images. **Audio script:** *I have a backache. / My head hurts. / The teacher is in the infirmary. / I drink water, and I feel better.*

Take Action! | The student follows the Wizard methodology presentation and practices pattern.

Dialogue | The student answers questions about the characters in the picture. Then he/she listens to the dialogue, follows it on screen, and says it out loud. After that, the student is guided to play the role of one of the characters in the dialogue.

Interactive Task

Put in Order

The student puts the sentences of the dialogue in the correct order.

What Else? | The student follows the Wizard methodology presentation and practices pattern. Before the drilling procedure, he/she is instructed to open **Wiz.me**, watch the video, and go back to the **Wiz.tab**, where he/she answers a question about the video. At this point, your student may call you in case he/she has any questions.

Assessment | The student listens to the questions in L1 and answers them in English. **Audio script:** *Como se diz "Eu estou com dor de cabeça."? / Como se diz "Isso dói."? / Como se diz "Eu tenho um machucado no joelho."? / Como se diz "Ele precisa beber chá."? / Como se pergunta "Qual é o problema com você?" / Como se diz "Ela está se sentindo enjoada."?*

Homework Instructions | The student is instructed to open his/her **Workbook** and to call you so that you can explain how each exercise should be done. Also, he/she is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

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

Drilling Practice

1. He doesn't feel well. His back hurts. | hand | ear
2. She doesn't have a wound on her leg. | face | nose
3. What's the matter with you? | him | her
4. She feels nauseous. | dizzy | terrible

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu estou me sentindo tonto(a). Qual é o problema com você?
2. Minha cabeça dói. Qual é o problema com você?

What Else? | Check if the student has any questions regarding the video, question, or content of this section.

Homework Instructions | Explain the exercises the student has to do for Homework and then check if he/she has any questions about them.

Should you have extra time

Read the sentences and ask the student to change them according to the content in parentheses.

1. She has a headache. (backache)
2. He needs to drink water. (The nurse)
3. You need to drink some tea. (They)
4. She has a bandage on her leg. (shoulder)
5. He has a wound on his head. (arm)

Lesson 32

Reiterative Learning Objectives

- Can say how they or other people feel.
- Can name some parts of the body.
- Can ask about what is wrong with someone.

Note | Before the student starts his/her lesson on the **Wiz.tab**, explain that he/she will have a challenge posed by you during the Teacher Support. He/She will answer a question, form a sentence with the word(s) you say, or guess a charade at the end of the lesson. Remind him/her to pay close attention to the lesson.

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Interactive Task

Content Review

The student listens to sentences to review what he/she learned in the previous lesson. He/She reproduces these sentences out loud: *I have a wound on my hand.* / *What's the matter with you?* / *He feels dizzy.* / *He has a backache.*

Read and Choose | The student reads four sentences, drags them to the corresponding images, and then listens to the audio. After that, he/she practices the sentences by saying them out loud.

Listen, Complete and Match | After saying what he/she sees in the pictures, the student completes the activity in his/her book by listening to the audio, completing the sentences, and matching them

to the right pictures. To correct the exercise, on the **Wiz.tab**, the student drags the words to the corresponding sentences. Additionally, for further practice, he/she matches the full sentences to the right pictures.

Drilling Practice | The student does the drilling practice along with the audio material.

Bingo! | The student is instructed to write nine words from Lesson 31 in the grid provided in his/her book. Then he/she listens to the audio and marks the words that have been called out. He/She should continue until there are no words left to mark. He/She should shout *Bingo!* at this point.

Let's Have Fun! | On the **Wiz.tab**, the student answers questions about the first picture, listens to the first part of the story, and practices saying the lines out loud. After that, he/she creates new lines for the characters. Finally, he/she is informed that during the Review Lesson, he/she is going to take part in a fun activity. During the Teacher Support, it is important that the student practice the lines he/she created with you or with a classmate.

Learning Objectives Checking | The student checks the content he/she learned in this lesson on the Spread Page. He/She is also instructed to use the **Wiz.pen** on the images related to the content he/she learned in the previous lessons to listen to the words.

Homework Instructions | The student is instructed to open his/her **Workbook** and to call you so that you can explain how each exercise should be done. Also, he/she is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

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

Challenge | Say the following content and have your student form a sentence with it.

1. bandage
2. shoulder

Drilling Practice

1. What's the matter with you? | her | him
2. I feel nauseous. | dizzy | awful
3. My tooth hurts. | head | leg
4. My knee doesn't hurt. | belly | arm

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu estou com um machucado. E você?
2. Eu bebo chá e eu me sinto bem. E você?

Homework Hand-in Reminder | Make sure to collect the student's homework.

Let's Have Fun! | Ask the student to practice the lines he/she created for the characters with you or with a classmate.

Learning Objectives 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 | Explain the exercises the student has to do for Homework and then check if he/she has any questions about them.

Should you have extra time

Ask the student to reproduce the following sentences and then change one word in each one.

1. He has a terrible headache.
2. My hand hurts.
3. I need a bandage.
4. The nurse is in the infirmary.
5. His head hurts.

Further Interaction

In case there is still time available or in case the student has finished the lesson, consider suggesting the following activity to be done in pairs with either you or a classmate.

Read and Choose | The pair should take turns reading the sentences in the book. Once they finish, they should talk about the other pictures using the same sentence structures.

Lesson 33

Learning Objectives

- Can name a few foods and drinks.
- Can express preference using simple fixed expressions.
- Can say the frequency something happens.

Grammar

- Simple Present of the verbs to eat and to love in the affirmative, negative, and interrogative forms.
- Adverbs of frequency always, sometimes, and never.

New Content | 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: chicken / tomatoes / salad / soup / steak

Interactive Task

Match

The student matches the sentences to the corresponding images. **Audio script:** I eat soup every day. / I prefer chicken to steak. / I eat broccoli every day. / I love salad and tomatoes.

Take Action! | The student follows the Wizard methodology presentation and practices pattern.

Dialogue | The student answers questions about the characters in the picture. Then he/she listens to the dialogue, follows it on screen, and says it out loud. After that, the student is guided to play the role of one of the characters in the dialogue.

Interactive Task

Put in Order

The student puts the sentences of the dialogue in the correct order.

What Else? | The student follows the Wizard methodology presentation and practices pattern. Before the drilling procedure, he/she is instructed to open **Wiz.me**, watch the video, and go back to the **Wiz.tab**, where he/she answers a question about the video. At this point, your student may call you in case he/she has any questions.

Assessment | The student listens to the questions in L1 and answers them in English. **Audio script:** Como se diz "Eu como bolo."? / Como se pergunta "Quando você bebe refrigerante?" / Como se diz "Eu

sempre como salada e frango."? / Como se diz "Nós nunca comemos carne."? / Como se diz "Eu bebo dois copos de suco todos os dias."? / Como se diz "Nós precisamos comer legumes todos os dias."?

Homework Instructions | The student is instructed to open his/her **Workbook** and to call you so that you can explain how each exercise should be done. Also, he/she is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

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

Drilling Practice

1. When do you eat broccoli? | salad | potatoes
2. I always eat steak. | chicken | salad
3. We never eat soup. | carrots | tomatoes
4. They sometimes eat chicken. | potatoes | carrots

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu sempre como cenouras e batatas. E você?
2. Eu amo bife com salada. E você?

What Else? | Check if the student has any questions regarding the video, question, or content of this section.

Homework Instructions | Explain the exercises the student has to do for Homework and then check if he/she has any questions about them.

Should you have extra time

Ask the student to reproduce the following sentences out loud and then add *always*, *sometimes*, or *never*.

1. My sister eats steak.
2. My friend eats chicken.
3. I eat soup.
4. I prefer broccoli to tomatoes.
5. I drink juice.

Lesson 34

Reiterative Learning Objectives

- Can name a few foods and drinks.
- Can express preference using simple fixed expressions.
- Can say the frequency something happens.

Note | Before the student starts his/her lesson on the **Wiz.tab**, reinforce that he/she will have a challenge posed by you during the Teacher Support. He/She will answer a question, form a sentence with the word(s) you say, or guess a charade at the end of the lesson. Remind him/her to pay close attention to the lesson.

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Interactive Task

Content Review

The student listens to sentences to review what he/she learned in the previous lesson. He/She reproduces these sentences out loud: *I always eat salad. It's healthy and delicious! / I sometimes eat broccoli, but I prefer carrots. / Salad is good for you. I love it! / I drink five glasses of water every day.*

Read and Write | The student observes the images, listens to the audio, and reads the text. Then he/she listens to the text sentence by sentence and says them out loud. To practice some more, the student matches the words or expressions to the corresponding images. Lastly, the student reads the text, filling the gaps with personal information.

Listen and Complete | The student listens to the audio and completes the sentences in his/her book. Then, in order to correct their answers, he/she completes the exercise on the **Wiz.tab**.

Drilling Practice | The student does the drilling practice along with the audio material.

Hot Potato! | The student listens to the sentences and says them out loud. Then he/she is asked to add the words *every day*, *always*, *sometimes*, or *never* to the sentences in order to make them true for them. To finish, he/she is instructed to listen to the correct answers and reproduce them out loud.

Let's Have Fun! | On the **Wiz.tab**, the student answers questions about the second picture, listens to the first and second parts of the story, and practices saying the lines out loud. After that, he/she creates new lines for the characters. Finally, he/she is informed that during the Review Lesson, he/she is going to take part in a fun activity. During the Teacher Support, it is important that the student practice the lines he/she created with you or with a classmate.

Learning Objectives Checking | The student checks the content he/she learned in this lesson on the Spread Page. He/She is also instructed to use the **Wiz.pen** on the images related to the content he/she learned in the previous lessons to listen to the words.

Homework Instructions | The student is instructed to open his/her **Workbook** and to call you so that you can explain how each exercise should be done. Also, he/she is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

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

Challenge | Read the following charades and have your student guess the correct answers.

1. You have to drink five glasses of this every day: water
2. You eat this for breakfast, as an afternoon snack or on birthday parties: cake

Drilling Practice

1. Mark doesn't eat tomatoes. | potatoes | carrots
2. She always drinks milk. | never | sometimes
3. When do you eat chicken? | steak | soup
4. I prefer fruit to candies. | vegetables – soup | juice – soda

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu prefiro frango a bife. E você?
2. Eu bebo um copo de suco todos os dias. E você?

Homework Hand-in Reminder | Make sure to collect the student's homework.

Let's Have Fun! | Ask the student to practice the lines he/she created for the characters with you or with a classmate.

Learning Objectives 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 | Explain the exercises the student has to do for Homework and then check if he/she has any questions about them.

Should you have extra time

Read the following sentences in L1 and ask your student to say them in English.

1. Legumes são bons para você.
2. Eu bebo um copo de leite todos os dias.
3. Nós precisamos beber cinco copos de água todos os dias.
4. Nós sempre comemos fruta.
5. Eu posso beber refrigerante aos sábados.

Further Interaction

In case there is still time available or in case the student has finished the lesson, consider suggesting the following activity to be done in pairs with either you or a classmate.

Listen and Complete | The pair takes turns reading the sentences out loud and then changing these sentences so they become true for them.

Lesson 35

Learning Objectives

- Can list a few healthy and unhealthy habits.
- Can talk about obligations and permission.
- Can talk about daily meals.

Grammar

- Simple Present in the affirmative, negative, and interrogative forms.
- Verb *to have* to talk about obligation or necessity (*We have to go to sleep early.*).
- Modal verb *can/can't* to talk about permission (*You can eat candies, but not every day.*) and prohibition (*You can't use your cell phone late at night.*).

New Content | 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:
rules / early / junk food / outside / healthy

Interactive Task

Match

The student matches the sentences to the corresponding images. **Audio script:** There are cell phone rules at night. / I have lunch early on weekends. / I play sports outside on Sundays. / I eat healthy food on weekdays.

Take Action! | The student follows the Wizard methodology presentation and practices pattern.

Dialogue | The student answers questions about the characters in the picture. Then he/she listens to the dialogue, follows it on screen, and says it out loud. After that, the student is guided to play the role of one of the characters in the dialogue.

Interactive Task

Put in Order

The student puts the sentences of the dialogue in the correct order.

What Else? | The student follows the Wizard methodology presentation and practices pattern. Before the drilling procedure, he/she is instructed to open **Wiz.me**, watch the video, and go back to the **Wiz.tab**, where he/she answers a question about the video. At this point, your student may call you in case he/she has any questions.

Assessment | The student listens to the questions in L1 and answers them in English. **Audio script:**
Como se diz "Ele tem que almoçar cedo todos os dias."? / Como se diz "Ele não tem que acordar cedo aos finais de semana."? / Como se diz "Nós temos que comer comida saudável na escola."? / Como se pergunta "O que você geralmente come no almoço?" / Como se diz "Eles não podem comer comida sem valor nutritivo."? / Como se pergunta "Você tem que comer comida saudável todos os dias?"

Homework Instructions | The student is instructed to open his/her **Workbook** and to call you so that you can explain how each exercise should be done. Also, he/she is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

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

Drilling Practice

1. She has to go to school. | take a shower | play sports
2. We have to go to sleep early. | They | You
3. They can't eat junk food. | go to sleep late | wake up late
4. What do you usually eat for dinner? | breakfast | lunch

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu acordo cedo nos dias de semana. E você?
2. Eu como arroz e feijão no almoço. E você?

What Else? | Check if the student has any questions regarding the video, question, or content of this section.

Homework Instructions | Explain the exercises the student has to do for Homework and then check if he/she has any questions about them.

Should you have extra time

Ask the student to reproduce and answer the following questions.

1. Do you have to eat healthy food every day?
2. Does your teacher have to go to sleep early?
3. What do you usually eat for dinner?
4. What does your friend drink with her lunch?
5. What do you have for breakfast?

Lesson 36

Reiterative Learning Objectives

- Can list a few healthy and unhealthy habits.
- Can talk about obligations and permission.
- Can talk about daily meals.

Note | Before the student starts his/her lesson on the **Wiz.tab**, reinforce that he/she will have a challenge posed by you during the Teacher Support. He/She will answer a question, form a sentence with the word(s) you say, or guess a charade at the end of the lesson. Remind him/her to pay close attention to the lesson.

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Interactive Task

Content Review

The student listens to sentences to review what he/she learned in the previous lesson. He/She reproduces these sentences out loud: *What do you usually eat for lunch? / We eat rice and veggies for lunch. / You have to wake up early on weekdays. / He has to eat salad for dinner every day.*

Talk about Yourself | On the **Wiz.tab**, the student listens and reproduces the sentences out loud. Then he/she completes the sentences in his/her book and shares them with a classmate or with you during the Teacher Support.

Listen and Put in Order | The student answers who he/she sees in the pictures and then finds out what the characters are talking about by putting the conversation in the correct order. First, the student listens to each sentence individually and reproduces it out loud. Then the student listens to the audio twice, one for the completion of the exercise on the **Wiz.tab**, and the second time to check their answers.

Drilling Practice | The student does the drilling practice along with the audio material.

Challenge! | The student begins the exercise by saying out loud which words or expressions he/she remembers from the lessons of the batch. Then he/she is given three minutes to write as many words related to the topics as he/she can in the spaces provided in the book. During the Teacher Support, the student shows the teacher how many and which words he/she wrote.

Let's Have Fun! | On the **Wiz.tab**, the student answers questions about the third picture, listens to the whole story, and practices saying the lines out loud. After that, he/she creates new lines for the characters. Finally, he/she is reminded that during the Review Lesson, he/she is going to take part in a fun activity. During the Teacher Support, it is important that the student practice the lines he/she created with you or with a classmate.

Learning Objectives Checking | The student checks the content he/she learned in this lesson on the Spread Page. He/She is also instructed to use the **Wiz.pen** on the images related to the content he/she learned in the previous lessons to listen to the words.

Homework Instructions | The student is instructed to open his/her **Workbook** and to call you so that you can explain how each exercise should be done. Also, he/she is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

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

Challenge | Read the following questions and ask the student to answer them out loud.

1. Do you have to eat vegetables every day?
2. Does your best friend have to wake up early on weekdays?

Drilling Practice

1. I sometimes have to wake up early. **I** never **I** always
2. I can't use my cell phone late at night. **I** play sports **I** play video games
3. She has to play soccer outside. **I** wants **I** likes
4. We don't eat junk food for breakfast. **I** lunch **I** dinner

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu não posso comer comida sem valor nutritivo. E você?
2. Eu tenho que dormir cedo. E você?

Homework Hand-in Reminder | Make sure to collect the student's homework.

Talk about Yourself | Have the student share his/her sentences with a classmate or with you.

Challenge! | Check how many and which words the student wrote for each topic.

Let's Have Fun! | Ask the student to practice the lines he/she created for the characters with you or with a classmate.

Learning Objectives 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 | Explain the exercises the student has to do for Homework and then check if he/she has any questions about them.

Should you have extra time

Ask the student to create a sentence using:

1. sleep – early
2. junk food – awful
3. cell phone – rules – school
4. play sports – outside
5. healthy food – every day

Further Interaction

In case there is still time available or in case the student has finished the lesson, consider suggesting the following activity to be done in pairs with either you or a classmate.

Listen and Put in Order | The pair should take turns reading the conversation.

Review 6

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Pinpoint | The student answers questions about the picture. Then he/she listens to the dialogue twice and answers the questions in his/her book. He/She listens to the audio one more time to complete the exercise on the **Wiz.tab** and corrects the answers in the book. At this point, the student is prepared for a speaking activity that will take place during the Teacher Support.

Interactive Task

Choose Correct Answer

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

Self-assessment | The student listens to the Self-assessment sentences and follows the audio instructions. During the Teacher Support, check if the student has any questions to ask his/her classmates.

Let's Have Fun! | The student creates new lines for the characters and practices them with a classmate or with you during the Teacher Support.

Homework Instructions | The student is instructed to open his/her **Workbook** and to call you so that you can explain how each exercise should be done. Also, he/she is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

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

Conversation Practice | Ask the student the following questions. Encourage further conversation.

1. What is the matter with you?
2. When do you eat broccoli?
3. Do you have to go to sleep early on weekends?

Homework Hand-in Reminder | Make sure to collect the student's homework.

Pinpoint | The student describes to you or another student what he/she does to have a healthy life using the vocabulary and structures learned. If time allows and there are more Kids 2 and Kids 4 students in class, have them play one round of *Trivia Game*, the game played by the characters in the audio. Model the activity with a confident student (e.g., Teacher: *What can you do when you feel nauseous?* / Student: *I can drink tea.*), and then have this student model another example with another student. Make sure students understand one of them should ask a question about a health problem or healthy and unhealthy habits, and the other should answer it. Also make sure to adapt the game in case you have Kids 2 and Kids 4 students playing it. For more details, check the Pinpoint instructions in the Teacher's Guide for the *Connections Experience*.

Self-assessment | Have the student tell you his/her answers to the exercise on the **Wiz.tab**.

Audio script: Name three health problems. / Name some healthy foods and drinks. / Say what you usually eat for lunch. / Say something you never eat. / Say three things you have to do every day. / Give three examples of healthy habits.

Let's Have Fun! | Check the new lines created for the characters and role-play or have a classmate role-play them with the student.

Homework Instructions | Explain the exercises the student has to do for Homework and then check if he/she has any questions about them.

Should you have extra time

Ask the student to give examples of:

1. Parts of the body.
2. Something he/she needs to drink.
3. Foods and drinks.
4. Food he/she always eats for dinner.
5. Drinks he/she usually has for breakfast.

Lesson 37

Learning Objectives

- Can name and express opinions about amusement park rides.
- Can say what their favorite ride in an amusement park is.
- Can ask about the price and say how much something costs.
- Can understand basic information about prices in familiar contexts.

Grammar

- Question words *how much* and *where* with verb to be.
- Review of Simple Present with adverbs of frequency.

Spread Page | The student listens to the learning objectives of this batch of lessons.

New Content | 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: *Ferris wheel / ghost train / food cart / popsicle / amusement park*

Interactive Task

Match

The student matches the sentences to the corresponding images. **Audio script:** *The Ferris wheel is right here. / The amusement park is right there. / I never miss the roller coaster. / I ride the ghost train in the amusement park.*

Take Action! | The student follows the Wizard methodology presentation and practices pattern.

Dialogue | The student answers questions about the characters in the picture. Then he/she listens to the dialogue, follows it on screen, and says it out loud. After that, the student is guided to play the role of one of the characters in the dialogue.

Interactive Task

Put in Order

The student puts the sentences of the dialogue in the correct order.

What Else? | The student follows the Wizard methodology presentation and practices pattern. Before the drilling procedure, he/she is instructed to open **Wiz.me**, watch the video, and go back to the **Wiz.tab**, where he/she answers a question about the video. At this point, your student may call you in case he/she has any questions.

Assessment | The student listens to the questions in L1 and answers them in English. **Audio script:** *Como se diz "Eu sempre ando de roda-gigante."? / Como se pergunta "Quanto custa o picolé?" / Como se diz "Eu nunca perco o trem-fantasma."? / Como se diz "Eu amo as alturas."? / Como se diz "Minha atração favorita é a casa de diversões."? / Como se diz "Eu não posso perder a montanha-russa."?*

Homework Instructions | The student is instructed to open his/her **Workbook** and to call you so that you can explain how each exercise should be done. Also, he/she is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

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

Drilling Practice

1. Where is the food cart? | ghost train | roller coaster
2. How much is the ticket for the Ferris wheel? | carousel | haunted house
3. It is ten dollars. You can't miss it! | two | seven
4. I ride the bumper cars in the amusement park. | We | They

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. A montanha-russa está ali. Onde está a roda-gigante?
2. O ingresso é caro. Quanto custa o picolé?

What Else? | Check if the student has any questions regarding the video, question, or content of this section.

Homework Instructions | Explain the exercises the student has to do for Homework and then check if he/she has any questions about them.

Should you have extra time

Ask the student to reproduce the following sentences and then change one word in each one.

1. Your ticket is here.
2. The fun house is right there.
3. It is two dollars.
4. I love speed!
5. My favorite ride is the Ferris wheel.

Lesson 38

Reiterative Learning Objectives

- Can name and express opinions about amusement park rides.
- Can say what their favorite ride in an amusement park is.
- Can ask about the price and say how much something costs.
- Can understand basic information about prices in familiar contexts.

Note | Before the student starts his/her lesson on the **Wiz.tab**, explain that he/she will have a challenge posed by you during the Teacher Support. He/She will answer a question, form a sentence with the word(s) you say, or guess a charade at the end of the lesson. Remind him/her to pay close attention to the lesson.

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Interactive Task

Content Review

The student listens to sentences to review what he/she learned in the previous lesson. He/She reproduces these sentences out loud: *Where is the food cart? / I always ride the carousel. / My favorite ride is the roller coaster. / I love the ghost train. It's so thrilling!*

Read and Choose | The student reads four sentences, drags them to the corresponding images, and then listens to the audio. After that, he/she practices the sentences by saying them out loud.

Listen, Complete and Match | After saying what he/she sees in the pictures, the student completes the activity in his/her book by listening to the audio, completing the sentences, and matching them to the right pictures. To correct the exercise, on the **Wiz.tab**, the student drags the words to the corresponding sentences. Additionally, for further practice, he/she matches the full sentences to the right pictures.

Drilling Practice | The student does the drilling practice along with the audio material.

Bingo! | The student is instructed to write nine words from Lesson 37 in the grid provided in his/her book. Then he/she listens to the audio and marks the words that have been called out. He/She should continue until there are no words left to mark. He/She should shout *Bingo!* at this point.

Let's Have Fun! | On the **Wiz.tab**, the student answers questions about the first picture, listens to the first part of the story, and practices saying the lines out loud. After that, he/she creates new lines for the characters. Finally, he/she is informed that during the Review Lesson, he/she is going to take part in a fun activity. During the Teacher Support, it is important that the student practice the lines he/she created with you or with a classmate.

Learning Objectives Checking | The student checks the content he/she learned in this lesson on the Spread Page. He/She is also instructed to use the **Wiz.pen** on the images related to the content he/she learned in the previous lessons to listen to the words.

Homework Instructions | The student is instructed to open his/her **Workbook** and to call you so that you can explain how each exercise should be done. Also, he/she is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

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

Challenge | Read the following questions and ask the student to answer them out loud.

1. Where is the haunted house?
2. How much is the cotton candy?

Drilling Practice

1. Let's ride the roller coaster! | bumper cars | Ferris wheel
2. How much is the ticket? | popsicle | hamburger
3. The food cart is right there. | ghost train | carousel
4. The Ferris wheel is amazing! | thrilling | scary

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Os carrinhos de bate-bate são tão emocionantes! E a casa mal-assombrada?
2. Eu adoro velocidade! E você?

Homework Hand-in Reminder | Make sure to collect the student's homework.

Let's Have Fun! | Ask the student to practice the lines he/she created for the characters with you or with a classmate.

Learning Objectives 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 | Explain the exercises the student has to do for Homework and then check if he/she has any questions about them.

Should you have extra time

Read the sentences and ask the student to change them according to the information in parentheses.

1. You can't miss the fun house! (roller coaster)
2. I always ride the Ferris wheel. (bumper cars)
3. The ghost train is scary! (haunted house)
4. I always eat cotton candy at the amusement park. (lollipops)
5. I never miss the ghost train. (roller coaster)

Further Interaction

In case there is still time available or in case the student has finished the lesson, consider suggesting the following activity to be done in pairs with either you or a classmate.

Read and Choose | The pair should take turns reading the sentences in the book. Once they finish, they should talk about the other pictures using the same sentence structures.

Lesson 39

Learning Objectives

- Can talk about kinds of movies.
- Can ask and say the time of an event.
- Can understand and express likes and dislikes in relation to familiar topics in a basic way.

Grammar

- Wh- questions in the Simple Present, with modal verb can and with verb to be.

New Content | 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: *animated movie / thriller / fantasy movie / self-service kiosk / 3D glasses*

Interactive Task

Match

The student matches the sentences to the corresponding images. **Audio script:** *I love comedies. / Let's get the popsicles. / Let's buy tickets for the fantasy movie. / The self-service kiosk is right there.*

Take Action! | The student follows the Wizard methodology presentation and practices pattern.

Dialogue | The student answers questions about the characters in the picture. Then he/she listens to the dialogue, follows it on screen, and says it out loud. After that, the student is guided to play the role of one of the characters in the dialogue.

Interactive Task

Put in Order

The student puts the sentences of the dialogue in the correct order.

What Else? | The student follows the Wizard methodology presentation and practices pattern. Before the drilling procedure, he/she is instructed to open **Wiz.me**, watch the video, and go back to the **Wiz.tab**, where he/she answers a question about the video. At this point, your student may call you in case he/she has any questions.

Assessment | The student listens to the questions in L1 and answers them in English. **Audio script:** *Como se pergunta "O filme tem legendas em coreano?" / Como se pergunta "Que horas é o filme de animação?" / Como se pergunta "Quanto é a pipoca?" / Como se diz "Eu só gosto de filmes com legenda."? / Como se diz "Eu estou na fileira F, no assento 4."? / Como se diz "O filme dublado começa às 3.?"*

Homework Instructions | The student is instructed to open his/her **Workbook** and to call you so that you can explain how each exercise should be done. Also, he/she is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

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

Drilling Practice

1. Where can I buy the tickets? | popcorn | juice
2. Where can I get the 3D glasses? | tickets | candies
3. What row are you in? | are they | is she
4. I'm in row F, in seat 5. | She is | You are

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu só gosto de filmes dublados. E você?
2. Eu amo filmes de ação. E você?

What Else? | Check if the student has any questions regarding the video, question, or content of this section.

Homework Instructions | Explain the exercises the student has to do for Homework and then check if he/she has any questions about them.

Should you have extra time

Ask the student to reproduce the following sentences and then change one word in each one.

1. Does the movie have subtitles in Spanish?
2. Let's buy tickets for a comedy.
3. What time is the movie?
4. The action movie starts at 9.
5. How much is the movie ticket?

Lesson 40

Reiterative Learning Objectives

- Can talk about kinds of movies.
- Can ask and say the time of an event.
- Can understand and express likes and dislikes in relation to familiar topics in a basic way.

Note | Before the student starts his/her lesson on the **Wiz.tab**, reinforce that he/she will have a challenge posed by you during the Teacher Support. He/She will answer a question, form a sentence with the word(s) you say, or guess a charade at the end of the lesson. Remind him/her to pay close attention to the lesson.

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Interactive Task

Content Review

The student listens to sentences to review what he/she learned in the previous lesson. He/She reproduces these sentences out loud: *What row are you in? / The 3D glasses are right there. / The movie starts at 1. / My favorite character is Little Wiz.*

Read and Write | The student observes the images, listens to the audio, and reads the text. Then he/she listens to the text sentence by sentence and says them out loud. To practice some more, the student matches the words or expressions to the corresponding images. Lastly, the student reads the text, filling the gaps with personal information.

Listen and Choose | In this task, the student listens to the audio and drags the sentences to the corresponding images. Then he/she practices the sentences by saying them out loud.

Drilling Practice | The student does the drilling practice along with the audio material.

Chain Game! | The student listens to the sentences and says them out loud. Then he/she listens to the beginning of the sentence and says it out loud. Finally, he/she completes each sentence using the item in the picture.

Let's Have Fun! | On the **Wiz.tab**, the student answers questions about the second picture, listens to the first and second parts of the story, and practices saying the lines out loud. After that, he/she creates new lines for the characters. Finally, he/she is informed that during the Review Lesson, he/she is going to take part in a fun activity. During the Teacher Support, it is important that the student practice the lines he/she created with you or with a classmate.

Learning Objectives Checking | The student checks the content he/she learned in this lesson on the Spread Page. He/She is also instructed to use the **Wiz.pen** on the images related to the content he/she learned in the previous lessons to listen to the words.

Homework Instructions | The student is instructed to open his/her **Workbook** and to call you so that you can explain how each exercise should be done. Also, he/she is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

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

Challenge | Read the following charades and have your student guess the correct answers.

1. People eat it when they watch movies:
popcorn
2. People read them when they watch movies in a different language:
subtitles

Drilling Practice

1. Where can I buy the tickets? | popcorn |
popsicles
2. Who is your favorite actor? | street artist |
character

3. Where can I get 3D glasses? | cotton candy | tickets
4. What's your favorite movie? | food | animal

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu estou na fileira F, na cadeira 5. E você?
2. Vamos pegar os ingressos. E as pipocas?

Homework Hand-in Reminder | Make sure to collect the student's homework.

Let's Have Fun! | Ask the student to practice the lines he/she created for the characters with you or with a classmate.

Learning Objectives 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 | Explain the exercises the student has to do for Homework and then check if he/she has any questions about them.

Should you have extra time

Ask the student to reproduce and answer the following questions.

1. What time is the movie?
2. Who is your favorite character?
3. How much is the movie ticket?
4. Does the movie have subtitles in Japanese?
5. What row and seat are you in?

Further Interaction

In case there is still time available or in case the student has finished the lesson, consider suggesting the following activity to be done in pairs with either you or a classmate.

Listen and Choose | The pairs should look at the images and form sentences using the words they represent.

Lesson 41

Learning Objectives

- Can talk about a few indoor activities.
- Can name some food.
- Can identify familiar words in short, simple texts.
- Can ask people to do things with them, using a fixed expression.

Grammar

- Prepositions after and before.
- Let's and What about to suggest doing something.

New Content | 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: movie marathon / hot chocolate / card game / sushi / pie

Interactive Task

Match

The student matches the sentences to the corresponding images. **Audio script:** We want pizza for dinner. / I want to stay home on Saturday night for a movie marathon. / That's a thrilling story! / I want some sushi, please.

Take Action! | The student follows the Wizard methodology presentation and practices pattern.

Dialogue | The student answers questions about the characters in the picture. Then he/she listens to the dialogue, follows it on screen, and says it out loud. After that, the student is guided to play the role of one of the characters in the dialogue.

Interactive Task

Put in Order

The student puts the sentences of the dialogue in the correct order.

What Else? | The student follows the Wizard methodology presentation and practices pattern. Before the drilling procedure, he/she is instructed to open **Wiz.me**, watch the video, and go back to the **Wiz.tab**, where he/she answers a question about the video. At this point, your student may call you in case he/she has any questions.

Assessment | The student listens to the questions in L1 and answers them in English. **Audio script:** *Como se pergunta "Que tal pizza depois da maratona de filmes?" / Como se diz "Eu quero um pouco de torta, por favor."? / Como se diz "Nós queremos sushi no almoço."? / Como se diz "Vamos jogar cartas."? / Como se pergunta "Você pode desligar a TV, por favor?" / Como se diz "Vamos ficar em casa no sábado."?*

Homework Instructions | The student is instructed to open his/her **Workbook** and to call you so that you can explain how each exercise should be done. Also, he/she is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

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

Drilling Practice

1. Let's stay home tonight. | on Monday | on Tuesday
2. What about pizza after the story? | popcorn | chocolate pie
3. What about a card game before dinner? | board game | movie marathon
4. What about some candies after lunch? | dinner | the board game

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu não posso comer picolés antes do almoço. E você?
2. Eu quero ficar em casa na sexta-feira para uma maratona de filmes. E você?

What Else? | Check if the student has any questions regarding the video, question, or content of this section.

Homework Instructions | Explain the exercises the student has to do for Homework and then check if he/she has any questions about them.

Should you have extra time

Ask the student to create a sentence using:

1. TV – turn off
2. lights – turn on
3. TV – turn up
4. music – turn down
5. music – turn off

Lesson 42

Reiterative Learning Objectives

- Can talk about a few indoor activities.
- Can name some food.
- Can identify familiar words in short, simple texts.
- Can ask people to do things with them, using a fixed expression.

Note | Before the student starts his/her lesson on the **Wiz.tab**, reinforce that he/she will have a challenge posed by you during the Teacher Support. He/She will answer a question, form a sentence with the word(s) you say, or guess a charade at the end of the lesson. Remind him/her to pay close attention to the lesson.

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Interactive Task

Content Review

The student listens to sentences to review what he/she learned in the previous lesson. He/She reproduces these sentences out loud: *What about sushi for dinner? / Good idea. Count me in! / Turn off the music, please. / Turn on the lights, please.*

Talk about Yourself | On the **Wiz.tab**, the student listens and reproduces the sentences out loud. Then he/she completes the sentences in his/her book and shares them with a classmate or with you during the Teacher Support.

Listen and Put in Order | The student answers who he/she sees in the pictures and then finds out what the characters are talking about by putting the conversation in the correct order. First, the student listens to each sentence individually and reproduces it out loud. Then the student listens to the audio twice, one for the completion of the exercise on the **Wiz.tab**, and the second time to check their answers.

Drilling Practice | The student does the drilling practice along with the audio material.

Challenge! | The student begins the exercise by saying out loud which words or expressions he/she remembers from the lessons of the batch. Then he/she is given three minutes to write as many words related to the topics as he/she can in the spaces provided in the book. During the Teacher Support, the student shows the teacher how many and which words he/she wrote.

Let's Have Fun! | On the **Wiz.tab**, the student answers questions about the third picture, listens to the whole story, and practices saying the lines out loud. After that, he/she creates new lines for the characters. Finally, he/she is reminded that during the Review Lesson, he/she is going to take part in a fun activity. During the Teacher Support, it is important that the student practice the lines he/she created with you or with a classmate.

Learning Objectives Checking | The student checks the content he/she learned in this lesson on the Spread Page. He/She is also instructed to use the **Wiz.pen** on the images related to the content he/she learned in the previous lessons to listen to the words.

Homework Instructions | The student is instructed to open his/her **Workbook** and to call you so that you can explain how each exercise should be done. Also, he/she is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

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

Challenge | Say the following content and have your student form a sentence with it.

1. card game
2. movie marathon

Drilling Practice

1. What about pizza after the board game? | story | movie marathon
2. Can I eat a hot dog before lunch? | dinner | the card game
3. Turn on the TV, please. | off | down
4. I want to stay home tonight. | on Wednesday night | on Thursday morning

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Vamos ficar em casa. Que tal um jogo de cartas?
2. Eu quero comer torta. E você?

Homework Hand-in Reminder | Make sure to collect the student's homework.

Talk about Yourself | Have the student share his/her sentences with a classmate or with you.

Challenge! | Check how many and which words the student wrote for each topic.

Let's Have Fun! | Ask the student to practice the lines he/she created for the characters with you or with a classmate.

Learning Objectives 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 | Explain the exercises the student has to do for Homework and then check if he/she has any questions about them.

Should you have extra time

Read the following sentences in L1 and ask your student to say them in English.

1. Vamos comer algumas frutas.
2. Você pode ligar a TV, por favor?
3. Apague as luzes, por favor.
4. Posso abaixar o volume da TV?
5. Que tal pipoca depois da maratona de filmes?

Further Interaction

In case there is still time available or in case the student has finished the lesson, consider suggesting the following activity to be done in pairs with either you or a classmate.

Listen and Put in Order | The pair should take turns reading the conversation.

Review 7

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Pinpoint | The student answers questions about the picture. Then he/she listens to the dialogue twice and answers the questions in his/her book. He/She listens to the audio one more time to complete the exercise on the **Wiz.tab** and corrects the answers in the book. At this point, the student is prepared for a guessing game that will take place during the Teacher Support.

Interactive Task

Choose Correct Answer

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

Self-assessment | The student listens to the Self-assessment sentences and follows the audio instructions. During the Teacher Support, check if the student has any questions to ask his/her classmates.

Let's Have Fun! | The student creates new lines for the characters and practices them with a classmate or with you during the Teacher Support.

Homework Instructions | The student is instructed to open his/her **Workbook** and to call you so that you can explain how each exercise should be done. Also, he/she is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

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

Conversation Practice | Ask the student the following questions. Encourage further conversation.

1. How much is the ticket for the Ferris wheel?
2. Does the movie have subtitles?
3. What about a board game before dinner?

Homework Hand-in Reminder | Make sure to collect the student's homework.

Pinpoint | The student describes an activity mentioned in the current batch using the vocabulary and structures learned. Try or have another student try to guess what this activity

is. If time allows and there are more Kids 2 and Kids 4 students in class, have them play one round of the Q&A Game, the game played by the characters in the audio. Model the activity with a confident student (e.g., Teacher: *The music is low. What do you do? / Student: I turn up the music.*), and then have this student model another example with a classmate. Make sure students understand one of them should pose a situation or ask a question and the other should answer it. Also make sure to adapt the game in case you have Kids 2 and Kids 4 students playing it. For more details, check the Pinpoint instructions in the Teacher's Guide for the Connections Experience.

Self-assessment | Have the student tell you his/her answers to the exercise on the **Wiz.tab**.

Audio script: Name two attractions you like to ride in an amusement park. / Name a scary ride in an amusement park. / Say what your favorite kind of movie is. / Say how much a popsicle is. / Say three things we can do to have fun at home / Ask a classmate who his/her favorite movie character is.

Let's Have Fun! | Check the new lines created for the characters and role-play or have a classmate role-play them with the student.

Homework Instructions | Explain the exercises the student has to do for Homework and then check if he/she has any questions about them.

Should you have extra time

Ask the student to give examples of:

1. Amusement park rides.
2. Foods people can eat in amusement parks.
3. Types of movies.
4. Things to do on a Saturday night at home.
5. Foods to eat after a game night.

Lesson 43

Learning Objectives

- Can name some items they need for a trip to the beach.
- Can ask and say what they and other people like to do on the beach.
- Can make basic requests related to immediate personal needs.
- Can agree to simple requests using a few informal fixed expressions.

Grammar

- Simple Present (3rd person singular) in the interrogative form.
- Modal verb can to make requests (Can you get the towels, please?).

Como se diz "Meu melhor amigo consegue nadar muito bem."? / Como se pergunta "Do que você brinca na praia?" / Como se diz "Ele não gosta de nadar no fundo."? / Como se pergunta "Você pode pegar o balde e a pá, por favor?" / Como se pergunta "O que você gosta de fazer aos sábados?" / Como se pergunta "Você pode pegar a prancha de bodyboard, por favor?"

Spread Page | The student listens to the learning objectives of this batch of lessons.

New Content | 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: sea / lifeguard / beach chair / bucket / hole

Interactive Task

Match

The student matches the sentences to the corresponding images. **Audio script:** I swim in the river. / The lifeguard is right there. / Do you like my bucket and shovel? / I need a sunshade.

Take Action! | The student follows the Wizard methodology presentation and practices pattern.

Dialogue | The student answers questions about the characters in the picture. Then he/she listens to the dialogue, follows it on screen, and says it out loud. After that, the student is guided to play the role of one of the characters in the dialogue.

Interactive Task

Put in Order

The student puts the sentences of the dialogue in the correct order.

What Else? | The student follows the Wizard methodology presentation and practices pattern. Before the drilling procedure, he/she is instructed to open **Wiz.me**, watch the video, and go back to the **Wiz.tab**, where he/she answers a question about the video. At this point, your student may call you in case he/she has any questions.

Assessment | The student listens to the questions in L1 and answers them in English. **Audio script:**

Homework Instructions | The student is instructed to open his/her **Workbook** and to call you so that you can explain how each exercise should be done. Also, he/she is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

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

Drilling Practice

- What do you do on the beach? | play | eat
- What does she like to do on weekends? | Fridays | Saturdays
- Can you get the caps, please? | sunglasses | sunscreen
- Can you get the towels? | bucket | bathing suit

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

- Eu brinco com o meu balde e minha pá. E você?
- Eu gosto de fazer desenhos na areia. E você?

What Else? | Check if the student has any questions regarding the video, question, or content of this section.

Homework Instructions | Explain the exercises the student has to do for Homework and then check if he/she has any questions about them.

Should you have extra time

Read the following sentences and ask the student to change them into interrogatives.

- I like to play with my bucket on the beach.
- She likes to go to the amusement park on weekends.
- She likes to go to the mountains on Fridays.
- You can get the flip-flops.
- You can get the beach chair.

Lesson 44

Reiterative Learning Objectives

- Can name some items they need for a trip to the beach.
- Can ask and say what they and other people like to do on the beach.
- Can make basic requests related to immediate personal needs.
- Can agree to simple requests using a few informal fixed expressions.

Note | Before the student starts his/her lesson on the **Wiz.tab**, explain that he/she will have a challenge posed by you during the Teacher Support. He/She will answer a question, form a sentence with the word(s) you say, or guess a charade at the end of the lesson. Remind him/her to pay close attention to the lesson.

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Interactive Task

Content Review

The student listens to sentences to review what he/she learned in the previous lesson. He/She reproduces these sentences out loud: *What does she like to do on Sundays? / I don't like to swim in the deep. It's dangerous. / Can you get the flip-flops, please? / I make sandcastles with my bucket and my shovel.*

Read and Choose | The student reads four sentences, drags them to the corresponding images, and then listens to the audio. After that, he/she practices the sentences by saying them out loud.

Listen, Complete and Match | After saying what he/she sees in the pictures, the student completes the activity in his/her book by listening to the audio, completing the sentences, and matching them to the right pictures. To correct the exercise, on the **Wiz.tab**, the student drags the words to the corresponding sentences. Additionally, for further practice, he/she matches the full sentences to the right pictures.

Drilling Practice | The student does the drilling practice along with the audio material.

Bingo! | The student is instructed to write nine words from Lesson 43 in the grid provided in his/her book. Then he/she listens to the audio and marks the words that have been called out. He/She should continue until there are no words left to mark. He/She should shout *Bingo!* at this point.

Let's Have Fun! | On the **Wiz.tab**, the student answers questions about the first picture, listens to the first part of the story, and practices saying the lines out loud. After that, he/she creates new lines for the characters. Finally, he/she is informed that during the Review Lesson, he/she is going to take part in a fun activity. During the Teacher Support, it is important that the student practice the lines he/she created with you or with a classmate.

Learning Objectives Checking | The student checks the content he/she learned in this lesson on the Spread Page. He/She is also instructed to use the **Wiz.pen** on the images related to the content he/she learned in the previous lessons to listen to the words.

Homework Instructions | The student is instructed to open his/her **Workbook** and to call you so that you can explain how each exercise should be done. Also, he/she is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

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

Challenge | Say the following content and have your student form a sentence with it.

1. waves
2. hole

Drilling Practice

1. I can't swim very well. And you? | draw | color
2. What does she like to do on the beach? | play | eat
3. Can you get the caps, please? | sunscreen | sunshade
4. Where is the lifeguard? | shovel | beach chair

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu gosto de nadar. E você?
2. O salva-vidas sabe nadar muito bem. E você?

Homework Hand-in Reminder | Make sure to collect the student's homework.

Let's Have Fun! | Ask the student to practice the lines he/she created for the characters with you or with a classmate.

Learning Objectives 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 | Explain the exercises the student has to do for Homework and then check if he/she has any questions about them.

Should you have extra time

Read the sentences and ask the student to change them according to the information in parentheses.

1. Let's make a sandcastle. (hole in the sand)
2. Sue doesn't like to swim in the deep. (Bobby)
3. The lifeguard can swim very well. (My friend)
4. Do you like big waves? (this bodyboard)
5. Can you get my sunglasses? (bathing suit)

Further Interaction

In case there is still time available or in case the student has finished the lesson, consider suggesting the following activity to be done in pairs with either you or a classmate.

Read and Choose | The pair should take turns reading the sentences in the book. Once they finish, they should talk about the other pictures using the same sentence structures.

Lesson 45

Learning Objectives

- Can name common elements of a farm.
- Can give some advice on what to do or not to do.
- Can ask people to do things with them, using a fixed expression.
- Can read aloud short, familiar phrases with intelligible pronunciation.

Grammar

- Imperative with adverbs always and never (*Always wash the fruit and vegetables before you eat them! / Never go horseback riding alone.*).

New Content | 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: *horseback riding / ducks / cow / orchard / vegetable garden*

Interactive Task

Match

The student matches the sentences to the corresponding images. **Audio script:** *I feed the cows every day. / I enjoy origami. / The farmer wakes up early. / The orchard is beautiful.*

Take Action! | The student follows the Wizard methodology presentation and practices pattern.

Dialogue | The student answers questions about the characters in the picture. Then he/she listens to the dialogue, follows it on screen, and says it out loud. After that, the student is guided to play the role of one of the characters in the dialogue.

Interactive Task

Put in Order

The student puts the sentences of the dialogue in the correct order.

What Else? | The student follows the Wizard methodology presentation and practices pattern. Before the drilling procedure, he/she is instructed to open **Wiz.me**, watch the video, and go back to the **Wiz.tab**, where he/she answers a question about the video. At this point, your student may call you in case he/she has any questions.

Assessment | The student listens to the questions in L1 and answers them in English. **Audio script:** *Como se diz "Vamos tirar leite da vaca."? / Como se diz "Eu gosto de pegar alguns ovos."? / Como se diz "Nunca alimento as ovelhas."? / Como se pergunta "Você gosta de andar a cavalo?" / Como se diz "Sempre lave as mãos antes de comer."? / Como se diz "Sempre tire o leite da vaca de manhã."?*

Homework Instructions | The student is instructed to open his/her **Workbook** and to call you so that you can explain how each exercise should be done. Also, he/she is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

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

Drilling Practice

1. I feed the hens on weekends. | cows | ducks
2. Never feed the sheep alone. | swim in the deep | go to the forest
3. Do you enjoy fresh fruit from the orchard? | like | eat
4. Always wash the fruit before you eat it. | tomatoes | carrots

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu gosto de andar a cavalo na fazenda. E você?
2. Eu amo frutas frescas do pomar. E você?

What Else? | Check if the student has any questions regarding the video, question, or content of this section.

Homework Instructions | Explain the exercises the student has to do for Homework and then check if he/she has any questions about them.

Should you have extra time

Read the following sentences in L1 and ask your student to say them in English.

1. Você gosta de andar a cavalo?
2. Sim, eu adoro.
3. Nós podemos tirar leite da cabra?
4. Vamos pegar alguns ovos.
5. Vamos pegar legumes frescos da horta.

Lesson 46

Reiterative Learning Objectives

- Can name common elements of a farm.
- Can give some advice on what to do or not to do.
- Can ask people to do things with them, using a fixed expression.
- Can read aloud short, familiar phrases with intelligible pronunciation.

Note | Before the student starts his/her lesson on the **Wiz.tab**, reinforce that he/she will have a challenge posed by you during the Teacher Support. He/She will answer a question, form a sentence with the word(s) you say, or guess a charade at the end of the lesson. Remind him/her to pay close attention to the lesson.

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Interactive Task

Content Review

The student listens to sentences to review what he/she learned in the previous lesson. He/She reproduces these sentences out loud: *Never milk the cow alone. / Always collect some eggs. / Let's feed the sheep. / Do you enjoy fresh vegetables from the vegetable garden?*

Read and Write | The student observes the images, listens to the audio, and reads the text. Then he/she listens to the text sentence by sentence and says them out loud. To practice some more, the student matches the words or expressions to the corresponding images. Lastly, the student reads the text, filling the gaps with personal information.

Listen and Complete | The student listens to the audio and completes the sentences in his/her book. Then, in order to correct the answers, he/she completes the exercise on the **Wiz.tab**.

Drilling Practice | The student does the drilling practice along with the audio material.

Hot Potato! | The student listens to the sentences and says them out loud. Then he/she listens to suggestions and proposes different activities based on the pictures. To finish, he/she is instructed to listen to the correct answers and reproduce them out loud.

Let's Have Fun! | On the **Wiz.tab**, the student answers questions about the second picture, listens to the first and second parts of the story, and practices saying the lines out loud. After that, he/she creates new lines for the characters. Finally, he/she is informed that during the Review Lesson, he/she is going to take part in a fun activity. During the Teacher Support, it is important that the student practice the lines he/she created with you or with a classmate.

Learning Objectives Checking | The student checks the content he/she learned in this lesson on the Spread Page. He/She is also instructed to use the **Wiz.pen** on the images related to the content he/she learned in the previous lessons to listen to the words.

Homework Instructions | The student is instructed to open his/her **Workbook** and to call you so that you can explain how each exercise should be done. Also, he/she is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

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

Challenge | Read the following charades and have your student guess the correct answers.

1. You can eat fresh fruit from it: orchard
2. You can collect and eat them for breakfast: eggs

Drilling Practice

1. Never swim in the deep. | hide in the forest | go horseback riding alone
2. Always wash the vegetables. | floss your teeth | clean your ears
3. Let's feed the hens. | cows | geese
4. There are some potatoes in the vegetable garden. | tomatoes | carrots

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu alimento os patos aos finais de semana. E as vacas?
2. Eu gosto de andar a cavalo. E você?

Homework Hand-in Reminder | Make sure to collect the student's homework.

Let's Have Fun! | Ask the student to practice the lines he/she created for the characters with you or with a classmate.

Learning Objectives 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 | Explain the exercises the student has to do for Homework and then check if he/she has any questions about them.

Should you have extra time

Ask the student to reproduce the following sentences and then change one word in each one.

1. Can you get some fresh eggs for breakfast?
2. Let's feed the donkey.
3. Can I feed the goose?
4. I feed the hens on weekends.
5. I enjoy horseback riding.

Further Interaction

In case there is still time available or in case the student has finished the lesson, consider suggesting the following activity to be done in pairs with either you or a classmate.

Listen and Complete | The pair takes turns reading the sentences out loud and then changing the sentences so they become true for them.

Lesson 47

Learning Objectives

- Can talk about what there is in big cities.
- Can ask the reasons for doing something.
- Can give reasons for doing something.

Grammar

- Wh- questions who and why.
- Conjunction because (Because I like to walk on crowded streets.).

New Content | 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:
traffic light / sidewalk / crowded / crosswalk / bike lane

Interactive Task

Match

The student matches the sentences to the corresponding images. **Audio script:** She always walks on the sidewalk. / I can't cross the street now. / The bike lane is so crowded today. / Is there traffic on this avenue at night?

Take Action! | The student follows the Wizard methodology presentation and practices pattern.

Dialogue | The student answers questions about the characters in the picture. Then he/she listens to the dialogue, follows it on screen, and says it out loud. After that, the student is guided to play the role of one of the characters in the dialogue.

Interactive Task

Put in Order

The student puts the sentences of the dialogue in the correct order.

What Else? | The student follows the Wizard methodology presentation and practices pattern. Before the drilling procedure, he/she is instructed to open **Wiz.me**, watch the video, and go back to the **Wiz.tab**, where he/she answers a question about the video. At this point, your student may call you in case he/she has any questions.

Assessment | The student listens to the questions in L1 and answers them in English. **Audio script:**
Como se diz "A ciclovia está lotada. Cuidado!"? / Como se pergunta "Com quem você brinca na praia?" / Como se pergunta "Por que você quer ir para a cidade?" / Como se diz "Porque eu gosto de cidades grandes."? / Como se diz "As ciclovias ajudam a reduzir o trâfego."? / Como se diz "Há muitas coisas para fazer na cidade."?

Homework Instructions | The student is instructed to open his/her **Workbook** and to call you so that you can explain how each exercise should be done. Also, he/she is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

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

Drilling Practice

1. Who do you go to the amusement park with? | beach | library
2. Why do you want to go to the city? | like | need
3. Because I want to buy a cell phone. | video game | jersey
4. Bikes help to reduce traffic. | Subways | Buses

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Há trânsito nesta rua aos domingos. E aos sábados?
2. Eu só atravesso a rua na faixa de pedestre. E você?

What Else? | Check if the student has any questions regarding the video, question, or content of this section.

Homework Instructions | Explain the exercises the student has to do for Homework and then check if he/she has any questions about them.

Should you have extra time

Read the sentences and ask the student to change them according to the information in parentheses.

1. We can't cross the avenue now. (river)
2. The street is so crowded today! (bike lane)
3. Is there traffic on this street on Fridays? (Mondays)
4. The street is crowded. Watch out! (avenue)
5. There are many things to do in big cities. (on the farm)

Listen and Choose | In this task, the student listens to the audio and drags the sentences to the corresponding images. Then he/she practices the sentences by saying them out loud.

Drilling Practice | The student does the drilling practice along with the audio material.

Challenge! | The student begins the exercise by saying out loud which words or expressions he/she remembers from the lessons of the batch. Then he/she is given three minutes to write as many words related to the topics as he/she can in the spaces provided in the book. During the Teacher Support, the student shows the teacher how many and which words he/she wrote.

Lesson 48

Reiterative Learning Objectives

- Can talk about what there is in big cities.
- Can ask the reasons for doing something.
- Can give reasons for doing something.

Note | Before the student starts his/her lesson on the **Wiz.tab**, reinforce that he/she will have a challenge posed by you during the Teacher Support. He/She will answer a question, form a sentence with the word(s) you say, or guess a charade at the end of the lesson. Remind him/her to pay close attention to the lesson.

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Interactive Task

Content Review

The student listens to sentences to review what he/she learned in the previous lesson. He/She reproduces these sentences out loud: Subways help to reduce traffic. / Who do you go to the city with? / The restaurant is crowded! / Why do you want to go to the theater?

Talk about Yourself | On the **Wiz.tab**, the student listens and reproduces the sentences out loud. Then he/she completes the sentences in his/her book and shares them with a classmate or with you during the Teacher Support.

Let's Have Fun! | On the **Wiz.tab**, the student answers questions about the third picture, listens to the whole story, and practices saying the lines out loud. After that, he/she creates new lines for the characters. Finally, he/she is reminded that during the Review Lesson, he/she is going to take part in a fun activity. During the Teacher Support, it is important that the student practice the lines he/she created with you or with a classmate.

Learning Objectives Checking | The student checks the content he/she learned in this lesson on the Spread Page. He/She is also instructed to use the **Wiz.pen** on the images related to the content he/she learned in the previous lessons to listen to the words.

Homework Instructions | The student is instructed to open his/her **Workbook** and to call you so that you can explain how each exercise should be done. Also, he/she is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

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

Challenge | Read the following questions and ask the student to answer them out loud.

1. Who do you go to the beach with?
2. Why do you want to go to the amusement park?

Drilling Practice

1. Who do you go to the restaurant with? | theater | museum
2. I go to the museum with my friends. | family | siblings
3. Why do you want to go to the city? | farm | beach
4. Because I want to see the museums. | cows | mountains

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu vou para a cidade grande com a minha família. E você?
2. Eu só vou ao parque de diversões com os meus amigos. E você?

Homework Hand-in Reminder | Make sure to collect the student's homework.

Talk about Yourself | Have the student share his/her sentences with a classmate or with you.

Challenge! | Check how many and which words the student wrote for each topic.

Let's Have Fun! | Ask the student to practice the lines he/she created for the characters with you or with a classmate.

Learning Objectives 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 | Explain the exercises the student has to do for Homework and then check if he/she has any questions about them.

Should you have extra time

Ask the student to reproduce and answer the following questions.

1. Who do you want to go to the library with?
2. Why do you need to go to the city?
3. Is there traffic on this street on weekends?
4. Who do you go to the museum with?
5. Why do you want to go to the beach?

Further Interaction

In case there is still time available or in case the student has finished the lesson, consider suggesting the following activity to be done in pairs with either you or a classmate.

Listen and Choose | The pairs should look at the images and form sentences using the words they represent.

Review 8

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Pinpoint | The student answers questions about the picture. Then he/she listens to the dialogue twice and answers the questions in his/her book. He/She listens to the audio one more time to complete the exercise on the **Wiz.tab** and corrects the answers in the book. At this point, the student is prepared for a guessing game that will take place during the Teacher Support.

Interactive Task

Choose Correct Answer

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

Self-assessment | The student listens to the Self-assessment sentences and follows the audio instructions. During the Teacher Support, check if the student has any questions to ask his/her classmates.

Let's Have Fun! | The student creates new lines for the characters and practices them with a classmate or with you during the Teacher Support.

Homework Instructions | The student is instructed to open his/her **Workbook** and to call you so that you can explain how each exercise should be done. Also, he/she is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

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

Conversation Practice | Ask the student the following questions. Encourage further conversation.

1. What does your best friend like to do on weekends?
2. Do you enjoy fresh vegetables from the vegetable garden?
3. Why do you want to go to the orchard?

Homework Hand-in Reminder | Make sure to collect the student's homework.

Pinpoint | The student describes one of the places seen in the batch using the vocabulary and structures learned. Try or have another student try to guess what place it is. If time allows and there are more Kids 2 and Kids 4 students in class, have them play one round of *Charades*, the game played by the characters in the audio. Model the activity with a confident student (e.g., Teacher: [Makes the sound and movements of a duck.] / Student: A duck.), and then have this student model another example with a classmate. Make sure students understand one of them should make the sound of something/someone, and the other should guess what/who it/the person is. Also make sure to adapt the game in case you have Kids 2 and Kids 4 students playing it. For more details, check the Pinpoint instructions in the Teacher's Guide for the *Connections Experience*.

Self-assessment | Have the student tell you his/her answers to the exercise on the **Wiz.tab**.

Audio script: Name three things you take to the beach. / Name three things that protect people from the sun on the beach. / Say three things we can do on a farm. / Name five farm animals. / Say what you like in big cities. / Give examples of crowded places in big cities.

Let's Have Fun! | Check the new lines created for the characters and role-play or have a classmate role-play them with the student.

Homework Instructions | Explain the exercises the student has to do for Homework and then check if he/she has any questions about them.

Should you have extra time

Ask the student to create a sentence using:

1. swim – deep
2. get – bodyboard
3. always – fruit
4. feed – sheep
5. cross – avenue

Lesson 49

Learning Objectives

- Can give their opinions about technology.
- Can ask people's opinions about something.
- Can say what they learn or want to learn.
- Can recognize some words that are similar to words in their first language.

Grammar

- Review of Simple Present + Wh- questions.

Spread Page | The student listens to the learning objectives of this batch of lessons.

New Content | 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: tools / app / tech / device / VR glasses

Interactive Task

Match

The student matches the sentences to the corresponding images. **Audio script:** I think VR glasses are great devices. / There is Wi-Fi in the classroom. / I want to learn more about coding. / I think coding is easy.

Take Action! | The student follows the Wizard methodology presentation and practices pattern.

Dialogue | The student answers questions about the characters in the picture. Then he/she listens to the dialogue, follows it on screen, and says it out loud. After that, the student is guided to play the role of one of the characters in the dialogue.

Interactive Task

Put in Order

The student puts the sentences of the dialogue in the correct order.

What Else? | The student follows the Wizard methodology presentation and practices pattern. Before the drilling procedure, he/she is instructed to open **Wiz.me**, watch the video, and go back to the **Wiz.tab**, where he/she answers a question about the video. At this point, your student may call you in case he/she has any questions.

Assessment | The student listens to the questions in L1 and answers them in English. **Audio script:** *Como se diz "Eu quero aprender mais sobre óculos de realidade virtual."? / Como se diz "Eu acho que este aplicativo é velho."? / Como se pergunta "O que você acha desse dispositivo?" / Como se diz "Pode crer!" ou "Pode apostar!"? / Como se diz "Eu acho que não."? / Como se pergunta "Posso usar o seu Wi-Fi?"*

Homework Instructions | The student is instructed to open his/her **Workbook** and to call you so that you can explain how each exercise should be done. Also, he/she is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

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

Drilling Practice

1. I think your VR glasses are in the principal's office. | auditorium | cafeteria
2. I want to learn how to use this device. | tool | app
3. What do you think about this new tool? | app | device
4. Do you think we can make this robot speak? | fly | walk

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu quero aprender mais sobre esse aparelho. E você?
2. Eu aprendo robótica na escola. E você?

What Else? | Check if the student has any questions regarding the video, question, or content of this section.

Homework Instructions | Explain the exercises the student has to do for Homework and then check if he/she has any questions about them.

Should you have extra time

Ask the student to reproduce the following sentences and then change one word in each one.

1. I want to learn more about this tool.
2. What do you think about this story?
3. I think this device is cool.
4. Can we use this app offline?
5. Do you think we can make this robot speak?

Lesson 50

Reiterative Learning Objectives

- Can give their opinions about technology.
- Can ask people's opinions about something.
- Can say what they learn or want to learn.
- Can recognize some words that are similar to words in their first language.

Note | Before the student starts his/her lesson on the **Wiz.tab**, explain that he/she will have a challenge posed by you during the Teacher Support. He/She will answer a question, form a sentence with the word(s) you say, or guess a charade at the end of the lesson. Remind him/her to pay close attention to the lesson.

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Interactive Task

Content Review

The student listens to sentences to review what he/she learned in the previous lesson. He/She reproduces these sentences out loud: *What do you think about my new device? / I want to learn how to use this app. / I think robotics is cool. / I don't want the VR glasses, thank you.*

Listen and Put in Order | The student answers who he/she sees in the pictures and then finds out what the characters are talking about by putting the conversation in the correct order. First, the student listens to each sentence individually and reproduces it out loud. Then the student listens to the audio twice, one for the completion of the exercise on the **Wiz.tab**, and the second time to check the answers.

Read and Write | The student observes the images, listens to the audio, and reads the text. Then he/she listens to the text sentence by sentence and says them out loud. To practice some more, the student matches the words or expressions to the corresponding images. Lastly, the student reads the text, filling the gaps with personal information.

Drilling Practice | The student does the drilling practice along with the audio material.

Bingo! | The student is instructed to write nine words from Lesson 49 in the grid provided in his/her book. Then he/she listens to the audio and marks the words that have been called out. He/She should continue until there are no words left to mark. He/She should shout *Bingo!* at this point.

Let's Have Fun! | On the **Wiz.tab**, the student answers questions about the first picture, listens to the first part of the story, and practices saying the lines out loud. After that, he/she creates new lines for the characters. Finally, he/she is informed that during the Review Lesson, he/she is going to take part in a fun activity. During the Teacher Support, it is important that the student practice the lines he/she created with you or with a classmate.

Learning Objectives Checking | The student checks the content he/she learned in this lesson on the Spread Page. He/She is also instructed to use the **Wiz.pen** on the images related to the content he/she learned in the previous lessons to listen to the words.

Homework Instructions | The student is instructed to open his/her **Workbook** and to call you so that you can explain how each exercise should be done. Also, he/she is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

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

Challenge | Say the following content and have your student form a sentence with it.

1. to think
2. coding

Drilling Practice

1. What do you think about robotics? | coding | VR glasses
2. I think it's boring. | cool | awesome
3. I need to learn how to use this app. | tool | device
4. Do you think we can use this device in the classroom? | library | computer room

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu acho que tem Wi-Fi na sala da diretoria. E na cafeteria?
2. Eu aprendo programação na escola. E você?

Homework Hand-in Reminder | Make sure to collect the student's homework.

Let's Have Fun! | Ask the student to practice the lines he/she created for the characters with you or with a classmate.

Learning Objectives 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 | Explain the exercises the student has to do for Homework and then check if he/she has any questions about them.

Should you have extra time

Read the questions and ask the student to answer them using "I think so.", "I don't think so.", "You bet!", "Are you kidding me?", or "No way!".

1. Do you think VR glasses are awesome?
2. Do you think we can make a robot fly?
3. Do you think I can use the cell phone in the classroom?
4. Do you think I can use the Wi-Fi in the cafeteria?
5. Do you think we can study robotics together?

Further Interaction

In case there is still time available or in case the student has finished the lesson, consider suggesting the following activity to be done in pairs with either you or a classmate.

Listen and Put in Order | The pair should take turns reading the conversation.

Lesson 51

Learning Objectives

- Can talk about what they can build.
- Can talk about directions objects can move.
- Can give a command on what to do or not to do.
- Can understand short, simple instructions given slowly and clearly.

Grammar

- Review of Simple Present.
- Review of Imperative in the affirmative and negative forms.

New Content | 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:
model robot / forward / backward / up / drone

Interactive Task

Match

The student matches the sentences to the corresponding images. **Audio script:** *I can build a model robot. / Move the device forward. / Don't move this drone up. / Move your model robot to the left.*

Take Action! | The student follows the Wizard methodology presentation and practices pattern.

Dialogue | The student answers questions about the characters in the picture. Then he/she listens to the dialogue, follows it on screen, and says it out loud. After that, the student is guided to play the role of one of the characters in the dialogue.

Interactive Task

Put in Order

The student puts the sentences of the dialogue in the correct order.

What Else? | The student follows the Wizard methodology presentation and practices pattern. Before the drilling procedure, he/she is instructed to open **Wiz.me**, watch the video, and go back to the **Wiz.tab**, where he/she answers a question about the video. At this point, your student may call you in case he/she has any questions.

Assessment | The student listens to the questions in L1 and answers them in English. **Audio script:** *Como se pergunta "Você quer construir um avião?"? / Como se diz "Eu quero construir um drone que se mova para cima."? / Como se diz "Não move o carro modelo para cima."? / Como se diz "Meu trem de brinquedo se move para a frente e para trás."? / Como se diz "Eu consigo construir um navio de brinquedo."? / Como se diz "Eu quero construir uma nave espacial de brinquedo."?*

Homework Instructions | The student is instructed to open his/her **Workbook** and to call you so that you can explain how each exercise should be done. Also, he/she is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

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

Drilling Practice

1. Do you want to build a toy drone? | device | tool
2. I want to build a model that moves forward. | backward | up
3. Move the drone backward. | up | down
4. Don't move the drone forward! | to the left | to the right

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu consigo construir um robô. E você?
2. Nós conseguimos construir um avião. E um trem?

What Else? | Check if the student has any questions regarding the video, question, or content of this section.

Homework Instructions | Explain the exercises the student has to do for Homework and then check if he/she has any questions about them.

Should you have extra time

Read the sentences and ask the student to change them according to the information in parentheses.

1. My model spacecraft moves up and down. (forward and backward)
2. We can move the drone to the right. (left)
3. He wants to build a model that moves up and down. (to the right and to the left)
4. Move the robot backward, please. (up)
5. My robotic car moves forward and backward. (train)

Lesson 52

Reiterative Learning Objectives

- Can talk about what they can build.
- Can talk about directions objects can move.
- Can give a command on what to do or not to do.
- Can understand short, simple instructions given slowly and clearly.

Note | Before the student starts his/her lesson on the **Wiz.tab**, reinforce that he/she will have a challenge posed by you during the Teacher Support. He/She will answer a question, form a sentence with the word(s) you say, or guess a charade at the end of the lesson. Remind him/her to pay close attention to the lesson.

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Interactive Task

Content Review

The student listens to sentences to review what he/she learned in the previous lesson. He/She reproduces these sentences out loud: *I know how to build a spacecraft. / Don't move the ship to the left! / Do you want to build a toy airplane? / Move your drone to the left, please.*

Read and Choose | The student reads four sentences, drags them to the corresponding images, and then listens to the audio. After that, he/she practices the sentences by saying them out loud.

Listen and Complete | The student listens to the audio and completes the sentences in his/her book. Then, in order to correct the answers, he/she completes the exercise on the **Wiz.tab**.

Drilling Practice | The student does the drilling practice along with the audio material.

Chain Game! | The student listens to the sentences and says them out loud. Then he/she listens to the beginning of the sentence and says it out loud. Finally, he/she completes each sentence using the item in the picture.

Let's Have Fun! | On the **Wiz.tab**, the student answers questions about the second picture, listens to the first and second parts of the story, and practices saying the lines out loud. After that, he/she creates new lines for the characters. Finally, he/she is informed that during the Review Lesson, he/she is going to take part in a fun activity. During the Teacher Support, it is important that the student practice the lines he/she created with you or with a classmate.

Learning Objectives Checking | The student checks the content he/she learned in this lesson on the Spread Page. He/She is also instructed to use the **Wiz.pen** on the images related to the content he/she learned in the previous lessons to listen to the words.

Homework Instructions | The student is instructed to open his/her **Workbook** and to call you so that you can explain how each exercise should be done. Also, he/she is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

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

Challenge | Read the following charades and have your student guess the correct answers.

1. I can move forward, backward, to the left, to the right, up, or down: drone
2. I can fly in space: spacecraft

Drilling Practice

1. I can build beautiful models. | drones | robots
2. The drone moves up and down. | airplane goes | spacecraft moves
3. Move the car backward. | to the left | to the right
4. Don't move the car forward and backward. | train | drone

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Meu avião modelo se move para a esquerda e para a direita. E o seu?
2. Eu sei como construir um robô. E você?

Homework Hand-in Reminder | Make sure to collect the student's homework.

Let's Have Fun! | Ask the student to practice the lines he/she created for the characters with you or with a classmate.

Learning Objectives 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 | Explain the exercises the student has to do for Homework and then check if he/she has any questions about them.

Should you have extra time

Read the following sentences in L1 and ask the student to say them in English.

1. Eu amo este carro.
2. Você acha que eu consigo construir um robô?
3. Drones se movem para cima e para baixo.
4. Meu pai constrói trens modelo.
5. Por favor, não move esse robô para trás.

Further Interaction

In case there is still time available or in case the student has finished the lesson, consider suggesting the following activity to be done in pairs with either you or a classmate.

Listen and Complete | The pair takes turns reading the sentences out loud and then changing the sentences so they become true for them.

Lesson 53

Learning Objectives

- Can talk about tech devices and their features in a very simple way.
- Can talk about good and bad aspects of technology in a very simple way.
- Can say how often they do a certain activity.

Grammar

- Review of Simple Present.
- Review of adverbs of frequency *always*, *sometimes*, and *never*.
- Demonstrative pronouns *this* and *these*.

New Content | 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: password / channel / virus / charger / battery

Interactive Task

Match

The student matches the sentences to the corresponding images. **Audio script:** Can I use your charger? / My battery is not full. / I can't share my password. / Let's listen to this rock playlist.

Take Action! | The student follows the Wizard methodology presentation and practices pattern.

Dialogue | The student answers questions about the characters in the picture. Then he/she listens to the dialogue, follows it on screen, and says it out loud. After that, the student is guided to play the role of one of the characters in the dialogue.

Interactive Task

Put in Order

The student puts the sentences of the dialogue in the correct order.

What Else? | The student follows the Wizard methodology presentation and practices pattern. Before the drilling procedure, he/she is instructed to open **Wiz.me**, watch the video, and go back to the **Wiz.tab**, where he/she answers a question about the video. At this point, your student may call you in case he/she has any questions.

Assessment | The student listens to the questions in L1 and answers them in English. **Audio script:** *Como se diz "Fale com os seus pais sobre esta informação."? / Como se diz "Nós sempre visitamos estes sites."? / Como se diz "Nós ouvimos esta lista de músicas juntos."? / Como se pergunta "Você pode desbloquear o aparelho, por favor?" / Como se diz "Nós precisamos reduzir o tempo de tela."? / Como se diz "Não compartilhe suas informações pessoais."?*

Homework Instructions | The student is instructed to open his/her **Workbook** and to call you so that you can explain how each exercise should be done. Also, he/she is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

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

Drilling Practice

1. Is there a virus on the site? | map | model
2. I can't share my password with you. | personal information | playlist
3. This site is safe. | good | dangerous
4. These channels are helpful. | bad | new

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Minha bateria está cheia. E a sua bateria?
2. Meu celular é novo. E o seu celular?

What Else? | Check if the student has any questions regarding the video, question, or content of this section.

Homework Instructions | Explain the exercises the student has to do for Homework and then check if he/she has any questions about them.

Should you have extra time

Ask the student to create a sentence using:

1. always – play games
2. sometimes – talk
3. never – password
4. visit – together
5. this information

Lesson 54

Reiterative Learning Objectives

- Can talk about tech devices and their features in a very simple way.
- Can talk about good and bad aspects of technology in a very simple way.
- Can say how often they do a certain activity.

Note | Before the student starts his/her lesson on the **Wiz.tab**, reinforce that he/she will have a challenge posed by you during the Teacher Support. He/She will answer a question, form a sentence with the word(s) you say, or guess a charade at the end of the lesson. Remind him/her to pay close attention to the lesson.

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Interactive Task

Content Review

The student listens to sentences to review what he/she learned in the previous lesson. He/She reproduces these sentences out loud: *Don't share your password. / My battery is low. / There is a virus on this app. / These sites are safe and helpful.*

Talk about Yourself | On the **Wiz.tab**, the student listens and reproduces the sentences out loud. Then he/she completes the sentences in his/her book and shares them with a classmate or with you during the Teacher Support.

Listen and Choose | In this task, the student listens to the audio and drags the sentences to the

corresponding images. Then he/she practices the sentences by saying them out loud.

Drilling Practice | The student does the drilling practice along with the audio material.

Challenge! | The student begins the exercise by saying out loud which words or expressions he/she remembers from the lessons of the batch. Then he/she is given three minutes to write as many words related to the topics as he/she can in the spaces provided in the book. During the Teacher Support, the student shows the teacher how many and which words he/she wrote.

Let's Have Fun! | On the **Wiz.tab**, the student answers questions about the third picture, listens to the whole story, and practices saying the lines out loud. After that, he/she creates new lines for the characters. Finally, he/she is reminded that during the Review Lesson, he/she is going to take part in a fun activity. During the Teacher Support, it is important that the student practice the lines he/she created with you or with a classmate.

Learning Objectives Checking | The student checks the content he/she learned in this lesson on the Spread Page. He/She is also instructed to use the **Wiz.pen** on the images related to the content he/she learned in the previous lessons to listen to the words.

Homework Instructions | The student is instructed to open his/her **Workbook** and to call you so that you can explain how each exercise should be done. Also, he/she is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

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

Challenge | Read the following questions and ask the student to answer them out loud.

1. Can I use your charger?
2. Can you unlock the phone, please?

Drilling Practice

1. Is your battery full? | low | new
2. I can't share my password with you. | personal information | model robots
3. Can I download this app? | movie | playlist
4. These sites aren't safe. | dangerous | good

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu não posso compartilhar minha senha com você. E com o meu amigo?
2. Eu posso compartilhar minha lista de músicas. E você?

Homework Hand-in Reminder | Make sure to collect the student's homework.

Talk about Yourself | Have the student share his/her sentences with a classmate or with you.

Challenge! | Check how many and which words the student wrote for each topic.

Let's Have Fun! | Ask the student to practice the lines he/she created for the characters with you or with a classmate.

Learning Objectives 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 | Explain the exercises the student has to do for Homework and then check if he/she has any questions about them.

Should you have extra time

Ask the student to reproduce and answer the following questions.

1. Can you unlock my phone?
2. Can you play with your device after school?
3. Can you use the cell phone at home?
4. Can you download playlists?
5. Can you share personal information online?

Further Interaction

In case there is still time available or in case the student has finished the lesson, consider suggesting the following activity to be done in pairs with either you or a classmate.

Listen and Choose | The pairs should look at the images and form sentences using the words they represent.

Review 9

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Pinpoint | The student answers questions about the picture. Then he/she listens to the dialogue twice and answers the questions in his/her book. He/She listens to the audio one more time to complete the exercise on the **Wiz.tab** and corrects the answers in the book. At this point, the student is prepared for a guessing game that will take place during the Teacher Support.

Interactive Task

Choose Correct Answer

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

Self-assessment | The student listens to the Self-assessment sentences and follows the audio instructions. During the Teacher Support, check if the student has any questions to ask his/her classmates.

Let's Have Fun! | The student creates new lines for the characters and practices them with a classmate or with you during the Teacher Support.

Homework Instructions | The student is instructed to open his/her **Workbook** and to call you so that you can explain how each exercise should be done. Also, he/she is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

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

Conversation Practice | Ask the student the following questions. Encourage further conversation.

1. Do you think we can learn coding?
2. Do you want to build a spacecraft?
3. Can you download new games?

Homework Hand-in Reminder | Make sure to collect the student's homework.

Pinpoint | The student describes a technological item using the vocabulary and structures learned. Try or have another student try to guess what the item is. If time allows and there are more Kids 2 and Kids 4 students in class, have them play one round of *Broken Telephone*, the game played by the characters in the audio. Model the activity with a group of confident students whispering a sentence into Student A's ear (e.g., Teacher: *Spacecrafts can move up and down.*). Student A should whisper what he/she understood to Student B. Then Student B should whisper what he/she understood to Student C. Finally, Student C should say what he/she understood to you. Make sure students understand what they have to do. Also make sure to adapt the game in case you have Kids 2 and Kids 4 students playing it. For more details, check the Pinpoint instructions in the Teacher's Guide for the *Connections Experience*.

Self-assessment | Have the student tell you his/her answers to the exercise on the **Wiz.tab**.

Audio script: Name three tech devices. / Ask a classmate what he/she thinks of something. / Say three directions we can move something. / Name two things people can build with robotics. / Say something you can't share. / Give examples of problems we can have with tech devices.

Let's Have Fun! | Check the new lines created for the characters and role-play or have a classmate role-play them with the student.

Homework Instructions | Explain the exercises the student has to do for Homework and then check if he/she has any questions about them.

Should you have extra time

Ask the student to give examples of:

1. things he/she likes to learn.
2. movies he/she thinks are awesome.
3. things he/she knows how to build.
4. things that only move forward and backward.
5. personal information.

Lesson 55

Learning Objectives

- Can name a few items needed for a plane trip.
- Can ask and give information at an airport.
- Can follow simple dialogues in short, illustrated stories if they can listen while reading.
- Can understand simple sentences on familiar topics if spoken slowly and clearly.

Grammar

- Review of Simple Present.
- Review of Imperative form.

Spread Page | The student listens to the learning objectives of this batch of lessons.

New Content | 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:
flight / suitcase / passport / boarding pass / handbag

Interactive Task

Match

The student matches the sentences to the corresponding images. **Audio script:** Take the escalator. / Let's take a flight. / I never pack my suitcase in the morning. / I always take my passport.

Take Action! | The student follows the Wizard methodology presentation and practices pattern.

Dialogue | The student answers questions about the characters in the picture. Then he/she listens to the dialogue, follows it on screen, and says it out loud. After that, the student is guided to play the role of one of the characters in the dialogue.

Interactive Task

Put in Order

The student puts the sentences of the dialogue in the correct order.

What Else? | The student follows the Wizard methodology presentation and practices pattern. Before the drilling procedure, he/she is instructed to open **Wiz.me**, watch the video, and go back to the **Wiz.tab**, where he/she answers a question about the video. At this point, your student may call you in case he/she has any questions.

Assessment | The student listens to the questions in L1 and answers them in English. **Audio script:** Como se diz "Pegue o elevador e vá para o terceiro andar."? / Como se diz "O número do meu voo é três, dois, um, nove."? / Como se pergunta "Qual é o número do seu passaporte?" / Como se diz "É hora de fazer as malas."? / Como se pergunta "Onde é o portão 7, por favor?" / Como se diz "Vamos pegar a escada rolante."?

Homework Instructions | The student is instructed to open his/her **Workbook** and to call you so that you can explain how each exercise should be done. Also, he/she is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

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

Drilling Practice

1. Take your suitcase to the car, please. | handbag | bag
2. What's your flight number? | gate | ticket
3. My flight number is 875. | 349 | 261
4. What's the boarding time? | flight | check-in

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Meu passaporte está na minha bolsa. E o seu passaporte?
2. Eu faço minha mala cedo. E você?

What Else? | Check if the student has any questions regarding the video, question, or content of this section.

Homework Instructions | Explain the exercises the student has to do for Homework and then check if he/she has any questions about them.

Should you have extra time

Ask the student to reproduce the following sentences and then change one word in each one.

1. Excuse me. Where is gate 5?
2. Let's take the elevator.
3. Is your suitcase here?
4. What's the boarding time?
5. I have my ID card with me.

Lesson 56

Reiterative Learning Objectives

- Can name a few items needed for a plane trip.
- Can ask and give information at an airport.
- Can follow simple dialogues in short, illustrated stories if they can listen while reading.
- Can understand simple sentences on familiar topics if spoken slowly and clearly.

Note | Before the student starts his/her lesson on the **Wiz.tab**, explain that he/she will have a challenge posed by you during the Teacher Support. He/She will answer a question, form a sentence with the word(s) you say, or guess a charade at the end of the lesson. Remind him/her to pay close attention to the lesson.

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Interactive Task

Content Review

The student listens to sentences to review what he/she learned in the previous lesson. He/She reproduces these sentences out loud: *Let's take the elevator to the second floor. / My flight number is 4-7-3. / Can I see your ID card or passport? / Let's pack our suitcases and backpacks.*

Read and Choose | The student reads four sentences, drags them to the corresponding images, and then listens to the audio. After that, he/she practices the sentences by saying them out loud.

Listen, Complete and Match | After saying what he/she sees in the pictures, the student completes the activity in his/her book by listening to the audio, completing the sentences, and matching them to the right pictures. To correct the exercise, on the **Wiz.tab**, the student drags the words to the corresponding sentences. Additionally, for further practice, he/she matches the full sentences to the right pictures.

Drilling Practice | The student does the drilling practice along with the audio material.

Bingo! | The student is instructed to write nine words from Lesson 55 in the grid provided in his/her book. Then he/she listens to the audio and marks the words that are called out. He/She should continue until there are no words left to mark. He/She should shout *Bingo!* at this point.

Let's Have Fun! | On the **Wiz.tab**, the student answers questions about the first picture, listens to the first part of the story, and practices saying the lines out loud. After that, he/she creates new lines for the characters. Finally, he/she is informed that during the Review Lesson, he/she is going to take part in a fun activity. During the Teacher Support, it is important that the student practice the lines he/she created with you or with a classmate.

Learning Objectives Checking | The student checks the content he/she learned in this lesson on the Spread Page. He/She is also instructed to use the **Wiz.pen** on the images related to the content he/she learned in the previous lessons to listen to the words.

Homework Instructions | The student is instructed to open his/her **Workbook** and to call you so that you can explain how each exercise should be done. Also, he/she is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

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

Challenge | Read the following charades and have your student guess the correct answers.

1. You need me to travel by airplane: boarding pass/passport
2. You need to find me to take the correct flight: gate

Drilling Practice

1. Where is the escalator? | lounge | elevator
2. Go to the first floor. | fourth | tenth
3. I want to pack now. | on Friday | on Saturday
4. Let's take the elevator. | escalator | train

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu tenho um passaporte. E você?
2. Eu pego o elevador no aeroporto. E você?

Homework Hand-in Reminder | Make sure to collect the student's homework.

Let's Have Fun! | Ask the student to practice the lines he/she created for the characters with you or with a classmate.

Learning Objectives 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 | Explain the exercises the student has to do for Homework and then check if he/she has any questions about them.

Should you have extra time

Read the sentences and ask the student to change them according to the information in parentheses.

1. Take the escalator and go to the second floor. (first)
2. It's boarding time. (check-in)
3. Can I see your passport? (boarding pass)
4. The lounge is right here. (My luggage)
5. Our flight is at 11. (boarding time)

Further Interaction

In case there is still time available or in case the student has finished the lesson, consider suggesting the following activity to be done in pairs with either you or a classmate.

Read and Choose | The pair should take turns reading the sentences in the book. Once they finish, they should talk about the other pictures using the same sentence structures.

Lesson 57

Learning Objectives

- Can talk about in-flight activities.
- Can talk about items we find on a flight.
- Can say what they are doing at the moment of speaking.
- Can produce very short, fixed expressions, using gestures and asking for help when necessary.

Grammar

- Present Continuous in the affirmative form.

New Content | 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: window seat / tray / aisle / passengers / seat belt

Interactive Task

Match

The student matches the sentences to the corresponding images. **Audio script:** She wants an aisle seat. / The pizza is on the tray. / Let's wait for the flight. / Please wear the seat belt.

Take Action! | The student follows the Wizard methodology presentation and practices pattern.

Dialogue | The student answers questions about the characters in the picture. Then he/she listens to the dialogue, follows it on screen, and says it out loud. After that, the student is guided to play the role of one of the characters in the dialogue.

Interactive Task

Put in Order

The student puts the sentences of the dialogue in the correct order.

What Else? | The student follows the Wizard methodology presentation and practices pattern. Before the drilling procedure, he/she is instructed to open **Wiz.me**, watch the video, and go back to the **Wiz.tab**, where he/she answers a question about the video. At this point, your student may call you in case he/she has any questions.

Assessment | The student listens to the questions in L1 and answers them in English. **Audio script:**
Como se diz "Eu estou esperando pela minha mãe."?
/ Como se diz "Ele está fazendo as malas."?
/ Como se diz "Ele está bebendo refrigerante."?
/ Como se diz "Eles estão falando com a comissária de bordo."?
/ Como se diz "Por favor, aperte o seu cinto de segurança."?
/ Como se diz "Ela está lendo um livro."?

Homework Instructions | The student is instructed to open his/her **Workbook** and to call you so that you can explain how each exercise should be done. Also, he/she is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

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

Drilling Practice

1. I am waiting for you. | him | her
2. He is sleeping. | She | The passenger
3. They are eating pasta. | We | You
4. It's time to fasten your seat belt. | play a game | turn off your cell phone

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Minha irmã está dormindo. E a sua mãe?
2. Meus amigos estão viajando. E o seu pai?

What Else? | Check if the student has any questions regarding the video, question, or content of this section.

Homework Instructions | Explain the exercises the student has to do for Homework and then check if he/she has any questions about them.

Should you have extra time

Read the following sentences in L1 and ask your student to say them in English.

1. Ela está jogando um jogo novo.
2. Eles estão bebendo um copo de refrigerante.
3. Você pode ler um livro.
4. O entretenimento a bordo é incrível!
5. Eu estou entediado. O que posso fazer?

Lesson 58

Reiterative Learning Objectives

- Can talk about in-flight activities.
- Can talk about items we find on a flight.
- Can say what they are doing at the moment of speaking.
- Can produce very short, fixed expressions, using gestures and asking for help when necessary.

Note | Before the student starts his/her lesson on the **Wiz.tab**, reinforce that he/she will have a challenge posed by you during the Teacher Support. He/She will answer a question, form a sentence with the word(s) you say, or guess a charade at the end of the lesson. Remind him/her to pay close attention to the lesson.

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Interactive Task

Content Review

The student listens to sentences to review what he/she learned in the previous lesson. He/She reproduces these sentences out loud: *They are fastening the seat belt. / She is taking a nap. / He's waiting for the boarding time. / The meal is on the tray.*

Talk about Yourself | On the **Wiz.tab**, the student listens and reproduces the sentences out loud. Then he/she completes the sentences in his/her book and shares them with a classmate or with you during the Teacher Support.

Listen and Choose | In this task, the student listens to the audio and drags the sentences to the corresponding images. Then he/she practices the sentences by saying them out loud.

Drilling Practice | The student does the drilling practice along with the audio material.

Chain Game! | The student listens to the sentences and says them out loud. Then he/she listens to the beginning of the sentence and says it out loud. Finally, he/she completes each sentence using the item in the picture.

Let's Have Fun! | On the **Wiz.tab**, the student answers questions about the second picture, listens to the first and second parts of the story, and practices saying the lines out loud. After that, he/she creates new lines for the characters. Finally, he/she is informed that during the Review Lesson, he/she is going to take part in a fun activity. During the Teacher Support, it is important that the student practice the lines he/she created with you or with a classmate.

Learning Objectives Checking | The student checks the content he/she learned in this lesson on the Spread Page. He/She is also instructed to use the **Wiz.pen** on the images related to the content he/she learned in the previous lessons to listen to the words.

Homework Instructions | The student is instructed to open his/her **Workbook** and to call you so that you can explain how each exercise should be done. Also, he/she is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

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

Challenge | Say the following content and have your student form a sentence with it.

1. wait - flight attendant
2. read - book

Drilling Practice

1. The passenger is waiting for the bus. | train | subway
2. She is sleeping now. | eating | reading
3. I want to take my suitcase with me. | blanket | pillow
4. They are playing video games. | reading a book | taking a nap

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu prefiro o assento da janela. E você?
2. Eu estou com fome. E você?

Homework Hand-in Reminder | Make sure to collect the student's homework.

Talk about Yourself | Have the student share his/her sentences with a classmate or with you.

Let's Have Fun! | Ask the student to practice the lines he/she created for the characters with you or with a classmate.

Learning Objectives 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 | Explain the exercises the student has to do for Homework and then check if he/she has any questions about them.

Should you have extra time

Ask the student to reproduce the following sentences and then change one word in each one.

1. The hamburgers are on the tray.
2. Let's wait for the flight attendant.
3. The passenger wants a window seat.
4. I want to sleep with my pillow.
5. I'm bored. What can I do?

Further Interaction

In case there is still time available or in case the student has finished the lesson, consider suggesting the following activity to be done in pairs with either you or a classmate.

Listen and Choose | The pairs should look at the images and form sentences using the words they represent.

Lesson 59

Learning Objectives

- Can talk about a few hotel facilities and attractions.
- Can tell someone what to do or not to do at a certain place.
- Can understand straightforward instructions if spoken slowly and clearly.

Grammar

- Present Continuous in the affirmative, negative, and interrogative forms.
- Wh- questions in the Present Continuous.
- Contracted forms of verb to be.

New Content | 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: *recreation team / key card / front desk / vending machine / heated pool*

Interactive Task

Match

The student matches the sentences to the corresponding images. **Audio script:** *Can I call the front desk, please? / We can't go to the heated pool now. / I can see the vending machine. / The recreation team is right there.*

Take Action! | The student follows the Wizard methodology presentation and practices pattern.

Dialogue | The student answers questions about the characters in the picture. Then he/she listens to the dialogue, follows it on screen, and says it out loud. After that, the student is guided to play the role of one of the characters in the dialogue.

Interactive Task

Put in Order

The student puts the sentences of the dialogue in the correct order.

What Else? | The student follows the Wizard methodology presentation and practices pattern. Before the drilling procedure, he/she is instructed to open **Wiz.me**, watch the video, and go back to the **Wiz.tab**, where he/she answers a question about the video. At this point, your student may call you in case he/she has any questions.

Assessment | The student listens to the questions in L1 and answers them in English. **Audio script:** *Como se pergunta "A sua melhor amiga está nadando na piscina aquecida?" / Como se pergunta "O que você está jogando?" / Como se diz "Eu não estou ligando para a recepção."? / Como se diz "Seu irmão está falando com o time de recreação."? / Como se diz "Eles não estão vendendo a máquina de venda automática."? / Como se diz "Ela não está indo para a sala de jogos."?*

Homework Instructions | The student is instructed to open his/her **Workbook** and to call you so that you can explain how each exercise should be done. Also, he/she is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

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

Drilling Practice

1. I'm not swimming. | reading | sleeping
2. Is your sister calling the front desk? | friend | coach
3. What are you drinking? | eating | doing
4. You are not playing in the playroom. | We | They

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Eu estou falando inglês. E você? O que você está fazendo?
2. Minha amiga está nadando na praia. O que a sua melhor amiga está fazendo?

What Else? | Check if the student has any questions regarding the video, question, or content of this section.

Homework Instructions | Explain the exercises the student has to do for Homework and then check if he/she has any questions about them.

Should you have extra time

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

1. You are playing in the playroom.
2. The guest is eating pizza.
3. Your coach is calling the front desk.
4. She is drinking juice.
5. I am reading.

Lesson 60

Reiterative Learning Objectives

- Can talk about a few hotel facilities and attractions.
- Can tell someone what to do or not to do at a certain place.
- Can understand straightforward instructions if spoken slowly and clearly.

Note | Before the student starts his/her lesson on the **Wiz.tab**, reinforce that he/she will have a challenge posed by you during the Teacher Support. He/She will answer a question, form a sentence with the word(s) you say, or guess a charade at the end of the lesson. Remind him/her to pay close attention to the lesson.

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Interactive Task

Content Review

The student listens to sentences to review what he/she learned in the previous lesson. He/She reproduces these sentences out loud: We are *not going to the playroom*. We are *going to the heated pool*. / They are talking to the guests at the *front desk*. / Is she using the key card? / What are the guests doing?

Read and Write | The student observes the images, listens to the audio, and reads the text. Then he/she listens to the text sentence by sentence and says them out loud. To practice some more, the student matches the words or expressions to the corresponding images. Lastly, the student reads the text, filling the gaps with personal information.

Listen and Number | The student observes the images and says what he/she sees. Then he/she presses Play to listen to the audio. He/She is instructed to drag each sentence to the corresponding image.

Drilling Practice | The student does the drilling practice along with the audio material.

Challenge! | The student begins the exercise by saying out loud which words or expressions he/she remembers from the lessons of the batch. Then he/she is given three minutes to write as many words related to the topics as he/she can in the spaces provided in the book. During the Teacher Support, the student shows the teacher how many and which words he/she wrote.

Let's Have Fun! | On the **Wiz.tab**, the student answers questions about the third picture, listens to the whole story, and practices saying the lines out loud. After that, he/she creates new lines for the characters. Finally, he/she is reminded that during the Review Lesson, he/she is going to take part in a fun activity. During the Teacher Support, it is important that the student practice the lines he/she created with you or with a classmate.

Learning Objectives Checking | The student checks the content he/she learned in this lesson on the Spread Page. He/She is also instructed to use the **Wiz.pen** on the images related to the content he/she learned in the previous lessons to listen to the words.

Homework Instructions | The student is instructed to open his/her **Workbook** and to call you so that you can explain how each exercise should be done. Also, he/she is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

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

Challenge | Read the following questions and ask the student to answer them out loud.

1. What is your friend doing?
2. Are you calling your friend?

Drilling Practice

1. She is not swimming in the heated pool. | river | sea
2. What are you doing? | eating | thinking
3. Is she waiting for you? | me | her mother
4. My parents aren't calling the front desk. | My siblings | My friends

Questions | Read the sentences in L1 and ask the student to say them in English. After that, ask the questions in English and have the student answer them. Encourage further conversation.

1. Meu irmão não está nadando. E o seu irmão?
2. Minha professora está ligando para a recepção. E a sua professora?

Homework Hand-in Reminder | Make sure to collect the student's homework.

Challenge! | Check how many and which words the student wrote for each topic.

Let's Have Fun! | Ask the student to practice the lines he/she created for the characters with you or with a classmate.

Learning Objectives 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 | Explain the exercises the student has to do for Homework and then check if he/she has any questions about them.

Should you have extra time

Ask the student to say the safety rules for the pool using the clues below:

1. Always – swim – adult – near
2. Never – run – near – pool
3. Wear – water wings
4. Listen – swim instructor
5. Be careful – water slide

Further Interaction

In case there is still time available or in case the student has finished the lesson, consider suggesting the following activity to be done in pairs with either you or a classmate.

Read and Write | The pair should take turns reading the sentences in the book. Once they finish, they should make new sentences based on the pictures.

Review 10

Homework Hand-in Reminder | The student is reminded to hand in the Homework to the teacher.

Pinpoint | The student answers questions about the picture. Then he/she listens to the dialogue twice and answers the questions in his/her book. He/She listens to the audio one more time to complete the exercise on the **Wiz.tab** and corrects the answers in the book. At this point, the student is prepared for a guessing game that will take place during the Teacher Support.

Interactive Task

Choose Correct Answer

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

Self-assessment | The student listens to the Self-assessment sentences and follows the audio instructions. During the Teacher Support, check if the student has any questions to ask his/her classmates.

Let's Have Fun! | The student creates new lines for the characters and practices them with a classmate or with you during the Teacher Support.

Homework Instructions | The student is instructed to open his/her **Workbook** and to call you so that you can explain how each exercise should be done. Also, he/she is reminded to do the Homework after class and to use the *Listen Up!* card on **Wiz.me**.

Teacher Support - 5'

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

Conversation Practice | Ask the student the following questions. Encourage further conversation.

1. What's your flight number?
2. Do you want a window seat or an aisle seat?
3. What are you doing?

Homework Hand-in Reminder | Make sure to collect the student's homework.

Pinpoint | The student describes one of the places seen in this batch (airport, plane, or hotel) using the vocabulary and structures learned. Try or have another student try to guess what place it is. If time allows and there are more Kids 2 and Kids 4 students in class, have them play one round of *Mime Game*, the game played by the characters in the audio. Model the activity with a confident student, e.g., snore and pretend you are sleeping. The student should say what you are doing. Make sure students understand that one of them should mime an action and make a related sound, if possible, and the other should guess what the action is. Also make sure to adapt the game in case you have Kids 2 and Kids 4 students playing it. For more details, check the Pinpoint instructions in the Teacher's Guide for the *Connections Experience*.

Self-assessment | Have the student tell you his/her answers to the exercise on the **Wiz.tab**.

Audio script: Name three things people take when they travel. / Name three things we can see in an airport. / Say two things we use to sleep. / Name two things we can do on a plane. / Say two things guests can do at a hotel. / Ask a classmate what he/she is doing.

Let's Have Fun! | Check the new lines created for the characters and role-play or have a classmate role-play them with the student.

Homework Instructions | Explain the exercises the student has to do for Homework and then check if he/she has any questions about them.

Should you have extra time

Ask the student to give examples of:

1. Questions people ask at the airport.
2. Things to do on board.
3. What his/her parents are doing at the moment.
4. Things to do at a hotel.
5. Safety rules for the pool.



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