

# TEENS 2



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# TEENS 2

**INTERACTIVE TEACHER'S GUIDE**

**Authors**

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# GENERAL INSTRUCTIONS

## INTRODUCTION

Hello, teacher!

It is an immense pleasure to present you with the Interactive Teacher's Guide. This material was designed to help you teach the best Interactive class, being aware of what concerns your students' steps and also yours. You will get to know the complete **Interactive Experience**, which includes: the five steps of the class, the detailed Teacher Support procedure, the 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 be much more effective because you will be conscious of what Wiz.tab introduces to your students, and how you can master their knowledge by checking their performance.

So, let's start this journey.

## WHAT IS THE INTERACTIVE EXPERIENCE?

This experience was planned to bring language learning to students who prefer a more autonomous study routine and need to study within a specific schedule. The Interactive teacher is a dynamic and attentive professional, able to deal with students from different levels at the same time. The Wiz.tab is the technology tool that must be used by each student in the classroom.

The class has five moments and some of them can happen simultaneously, no matter if it is a **Wizard In** or a **Wizard On** group. The moments are:

• **WARM-UP** | An oral activity, at the beginning of the class, which promotes interaction among the students no matter their level.

• **SELF-LEARNING** | This is the moment, exactly after the Warm-up, in which the students, using the Wiz.tab, will interact with the lessons' content speaking in an audible voice. It is important to mention that the teacher should listen and follow the students while they practice by themselves. Walk around the classroom or enter the breakout rooms, if it is a Wizard On class, to accompany students.

• **TEACHER SUPPORT** | Each student will have the Teacher Support according to the class agenda. In this moment, the teacher will have the opportunity to check the student's learning. See more information about this step on the next section of this guide.

• **PEER WORK** | This is the moment of interaction between students. The teacher should prepare beforehand what pair or trio of students will work together and what Output activity from the Student's Book will be done, according to the students' necessity. Remember that the interaction respects the lower book level.

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

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

## TEACHER SUPPORT

For the third edition of Teens 2, we have designed a new experience for the moment of Teacher Support. Instead of having students perform only the Drilling Practice sentences, we believe teachers should make better use of this time, engaging students in freer conversations, 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 Wiz.tab;
- some Audio scripts of the Interactive Tasks;
- the necessary Answer keys for the Interactive Tasks;
- the drilling activities that have to be done with the students;
- you will find some extra practice in the Should You Have Extra Time section for the students that perform exceedingly well.. This is an exclusive section for the Interactive experience, and it must be done only if necessary, as a complement to finish the Teacher Support. All this is found in a highlighted box at the end of each lesson, in this guide.

## TEENS 2 3<sup>RD</sup> EDITION'S STRUCTURE

There are four types of lessons in this edition of Teens 2: Useful Language, Input Lessons, Output Lessons, and Review Lessons. The Useful Language 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 Teens series, and some greetings and classroom language. The Input Lessons focus on the new content presentation and practice through the four languages skills. The Output Lessons engage students in mastering the content through a variety of activities. The Review Lessons bring to students and teachers the moment of closing the learning trail and also the awareness of content retention quality.

## INTERACTIVE TASKS

For the Interactive Experience, students are presented with more than the activities they see in their Student's Books. On their Wiztabs, among the lessons' sections, students will find the **Interactive Tasks**. They were designed to complement and reinforce the self-learning of the students, as well as promoting a more entertaining and pleasurable class. They are activities focused on the content of the lesson studied and provide students with a variety of ways to put it into practice. Here's a list of the Interactive Tasks in Teens 2:

- **LISTEN AND MATCH** | The students read, listen to four words or sentences, and match to the corresponding image.
- **PUT IN ORDER** | The students listen to four sentences and put the words in order.
- **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.
- **TEXT DIALOGUE DRAG AND DROP** | The students read the text and complete the blanks using the words from the boxes.
- **MATCH THE SENTENCES** | In the right column, there are answers or complements to the sentences in the left column. The students read and match them. At the end, they listen to the audio and reproduce it out loud.
- **LEAD IN TEXT** | The students listen to an incomplete audio and click on the words to complete the text. Images appear as hints to help them choose the right word.
- **MAZE** | The students see four sentences out of order, then they put the words or parts of sentences in the correct order. After doing so, they click the Check button to confirm their answers. At the end, they listen to the audio and reproduce the complete sentences out loud.
- **LISTEN AND CHOOSE** | The students see four images, listen to the audio, and click on the corresponding images.

• **IMAGE PHRASE TYPE** | The students read a dialogue and match the words to complete it. After doing so, they click on the Check button to confirm their answers.

• **TEXT PAGE SCRAMBLED** | The students listen to a text and drag the words to complete it.

• **LISTEN AND DRAG TO PUT IN ORDER** | The students click on the audio button, listen to a dialogue or a story, and put the sentences in order.

• **CHOOSE THE CORRECT ANSWER - FOLLOW-UP** | The students listen to some questions about the text they have heard and choose the answer on the screen.

• **LISTEN AND NUMBER - FOLLOW-UP** | The students listen to three letters that correspond to an image of the Listen and Number activity in the Student's Book, write a sentence for this image in their notebook, and show these sentences to the teacher during the Teacher Support.

• **PINPOINT - FOLLOW-UP** | The students listen to some sentences from the *Pinpoint*, rewrite them substituting the words in bold for other words learned in the previous lessons, and show to the teacher during Teacher Support.

# GENERAL INSTRUCTIONS

## THE LESSONS' STEPS ON THE WIZ.TAB

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

For Teens 2, the Wiz.tab audio instructions were recorded in Portuguese, so students are more confident while performing the activities. Students may use the Voice Management system to change the narrator's voice and also change the narration speed, making it slower or faster. It is important that the student has his / her Student's Book, Workbook, notebook and 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.

## USEFUL LANGUAGE LESSON

**ZERO CLASS |** The audio asks the student if he / she has watched the Zero Class on Wiz.me. If the student has not, he / she is instructed to talk to the teacher.

**ABOUT ME |** The audio asks the student to write his / her name in the center of a sheet of paper and to draw two things he / she likes, and one that he / she dislikes. During Teacher Support, you have to guess what your student likes and dislikes.

**FIND SOMEONE WHO |** On the same sheet of paper, the student has to write, in Portuguese, some experiences he / she has already had. During Teacher Support or Peer Work, the student talks to you or to a classmate to check if you had the same experiences, so you all can get to know each other a little bit.

**TWO TRUTHS ONE LIE |** The student writes, in Portuguese, two truths and one lie about his / her life and during Teacher Support or Peer Work, you have to guess what the truths and the lie are.

**COURSE OVERVIEW |** The audio makes a brief presentation of the Input Lesson, the Output Lesson, and the Review Lesson. The student is advised about the Report card, the Catch-Up Classes, the Wiz.me, and the Wiz.pen. The Little Wiz gang is introduced to the student with their own audios and pictures. The student is instructed to take a look at the learning trail and at the Conheça o Teens 2 section in his / her Student's Book.

**USEFUL LANGUAGE PRESENTATION |** The audio presents the content of pages 6 and 7 twice in English and then twice in Portuguese for the student to reproduce it four times in English out loud.

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

**INTERACTIVE TASK - LISTEN AND MATCH |** The student does this task using the content of the Useful Language section.

**HOMEWORK INSTRUCTIONS |** The audio reminds the student to do the Pre and Post Diagnosis card before Lesson 1 and to do the activities of the Getting Ready! card both on Wiz.me.

## INPUT LESSONS

**SPREAD PAGE |** At the beginning of each batch of lessons, the student will see some images on the screen that represent the theme of this 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 Portuguese, but if he / she knows how to say it in English he / she should.

**HOMEWORK HAND IN REMINDER |** From Lesson 3 on, this section reminds the student about the Homework done on Wiz.me. If the student has any questions about the Homework, he / she should talk to the teacher during the Teacher Support.

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

**ASSESSMENT |** From Lesson 3 on, the student answers three questions orally to recap the content of the last lesson.

**PICTIONARY |** From Lesson 3 on, the student opens the Pictionary card on Wiz.me, chooses two images, writes one sentence for each image in his / her notebook, and shows them to the teacher during the Teacher Support.

**VERBS |** The audio presents the verbs twice in English and then twice in Portuguese for the student to reproduce the verbs four times in English out loud.

After the presentation, the audio does the Drilling Practice sentences in Portuguese and the student changes the sentences into English. In case of Modelling formulas, they are presented according to the Wizard methodology pattern.

Modelling example:

**Audio script:** Vou te apresentar um conteúdo novo.  
Ouça com atenção e fale em seguida.

**Audio script: I don't love.**

**Student in class:** *I don't love.*

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

**Audio script:** I don't love.

**Student in class:** *I don't love.*

**Audio script:** Então como se diz:

**Audio script:** "Eu não amo, adoro."

**Student in class:** *I don't love.*

**WORDS PRESENTATION** | In this section, the new vocabulary is presented orally and with the help of images that represent each word. The student clicks on the images, sees the written word while listening to the audio in English and reproduces it out loud. He / She can do it 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 Portuguese and say them in English out loud. He / She can do it as many times as he / she wants, but it is recommended that he / she does this twice.

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

**NEW WORDS PRACTICE** | After these steps, the audio does the Drilling Practice sentences in Portuguese for the student to say them in English. There is no visual aid, but the student can use his / her book to find the words. The new structures are presented following the Modelling technique and the student is guided by the audio.

**INTERACTIVE TASK** | To reinforce the content, the student does an Interactive Task after the New Word practice. The tasks are distributed according to this sequence:

- **Listen and Match** – Lessons 1, 17, 37, and 55
- **Put in Order** – Lessons 3, 7, 9, 11, 39, and 49
- **Match** – Lessons 5, 27, 41, and 53
- **Text Dialogue Drag and Drop** – Lessons 13, 43, and 51

- **Match the Sentences** – Lessons 15, 45, and 59
- **Lead in Text** – Lessons 19, 31, and 47
- **Maze** – Lessons 21, 29, and 33
- **Listen and Choose** – Lessons 23 and 35
- **Image Phrase Type** – Lesson 25
- **Text Page Scrambled** – Lesson 57

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

**GRAMMAR** | This content is presented on the screen with the key structures in bold to call student's attention. The audio presents the sentences twice in English and once in Portuguese, so the student reproduces it three times in English. Then, the student has the Drilling Practice moment, listens to sentences in Portuguese, and says them in English out loud.

**WRITE THE SENTENCES IN ENGLISH** | At this moment, the student is guided to open the Workbook to do letter A of the exercise Write the Sentences in English orally, following the audio instructions. This helps the student make a connection between the learned content in class and the Homework.

**INTERACTIVE TASK - GRAMMAR CHECK** | The student is asked two questions concerning the lesson content to make the student aware of his / her learning. His / Her answers have to be in English even if the questions are in Portuguese.

**AUDIO RECAP** | The audio of the Verbs, New Words, Useful Phrases, and Grammar sections are played for the student to reproduce and reinforce the pronunciation, and as a tool to help memorization of the lesson's content. The student may follow the content in their Student's Book.

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

# GENERAL INSTRUCTIONS

**DID YOU KNOW?** | The student reproduces the information given by the audio following what is on the screen or in his / her book. Then, he / she opens the Did You Know? card on Wiz.me, watches the video, and does the activity.

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

**HOMEWORK INSTRUCTIONS** | The student listens to the Homework explanation in Portuguese for the Workbook activities. He / She is also advised to keep up learning using the Oral Practice sentences on the Speak Up! card on Wiz.me.

## 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, reproduces them in English out loud while looking at their corresponding images on the screen.

**1<sup>ST</sup> STUDENT'S BOOK ACTIVITY** | The student does a variety of activities for this moment according to the following types and explanations:

• **LISTEN AND NUMBER** | The student is guided to look at the images and say a word that represents each one of them out loud. For the first time, he / she just listens to the 6 sentences out of order. Then, he / she listens to the audio again and numbers the images in the Student's Book. The audio is played for the third time for the student to check his / her answers. Lessons 2, 8, 14, 28, 36, 42, 44, and 56.

• **LISTEN AND PUT IN ORDER** | The student is instructed to look at the image and say what comes to his / her mind in English out loud. For the first time, he / she just listens to the dialogue. Then, the student listens to the audio for the second time, meanwhile putting the dialogue in order in the Student's Book. The audio is played for the third time for the student to check his / her answers. Lessons 4, 10, 20, 32, 46, 50, and 58.

• **LISTEN AND COMPLETE** | The student just listens to the audio for the first time. For the second time, he /

she pauses the audio after each blank to complete it in the Student's Book. The audio is played for the third time for the student to check his / her answers. Lessons 6, 12, 18, 24, 30, 34, 40, 52, and 60.

• **LISTEN AND TELL THE STORY** | First, the student looks at the image and describes it out loud, using all the learned content. Then, he / she listens to the story and confirms if what he / she told is connected. After that, the student listens to it one more time taking notes of the key points to retell the story to the teacher during the Teacher Support. Lessons 16, 22, 26, 38, 48, and 54.

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

- **Listen and Number – Follow-up** – Lessons 2, 8, 36, 42, 44, and 56
- **Choose the Correct Answer** – Lessons 4, 20, 32, 46, 48, 50, and 58
- **Maze** – Lessons 6, 18, 40, and 52
- **Match** – Lesson 10
- **Put in Order** – Lessons 12, 22, 30, and 34
- **Listen and Choose** – Lessons 14 and 28
- **Listen and Drag to Put in Order** – Lessons 16, 26, and 38
- **Listen and Match** – Lesson 24
- **Match the Sentences** – Lesson 54
- **Image Phrase Type** – Lesson 60

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

**INTERACTIVE TASK** | To reinforce the content, the student does an Interactive Task after the 2<sup>nd</sup> Student's Book Activity. The tasks are distributed according to this sequence:

- **Listen and Choose** – Lessons 2, 8, 36, 42, and 44
- **Lead in Text** – Lessons 4, 10, 28, and 60
- **Image Phrase Type** – Lessons 6, 14, and 48
- **Put in Order** – Lessons 12, 18, and 54
- **Text Page Scrambled** – Lessons 16, 26, and 38
- **Match** – Lessons 20 and 32
- **Text Dialogue Drag and Drop** – Lessons 22, 30, 34, 40, and 56

- **Match the Sentences** – Lesson 24
- **Maze** – Lessons 46, 50, and 58
- **Listen and Drag to Put in Order** – Lesson 52

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

- **FLUENCY** | The student listens to the model and is guided to observe the words in bold to check what has changed. Then, he / she reproduces the other sentences in English out loud. After that, the student listens to a specific explanation according to the Fluency of the lesson to help him / her understand what has to be done. Now, he / she listens to the audio again reproducing the sentences, out loud, with the changes. Lessons 2, 8, 14, 18, 24, 28, 36, 42, 44, 48, and 58.
- **READ AND MATCH** | The student is guided to look at the image and to say words or sentences that come to his / her mind related to it, in English out loud. Then, he / she reads the sentences and matches the columns. As a wrap-up, the student using letters B, E and F, completes these sentences with his / her own words and shows them to the teacher during the Teacher Support. Lessons 4, 10, 16, 46, and 56.

**• QUESTIONS** | The student is guided to look at the image and to say what goes on. Then, he / she listens to the audio and reproduces it out loud. After that, the student writes the answers in his / her notebook. During the Teacher Support, he / she shows these answers to the teacher. This exercise may be used at the Peer Work moment. Lessons 6, 12, 34, and 52.

**• READ AND ANSWER** | The student looks at the image and describes it using all the learned content out loud. Then, he / she reads the paragraph in the Student's Book to check if his / her description matches the text. After that, the student answers the questions in the Student's Book. Lessons 20, 30, 32, 50, and 60.

**• READ, MATCH, AND ANSWER** | The audio guides the student to read the questions and match the answers. The audio tells the student that the teacher will ask him / her some of these questions. Lessons 22 and 26.

**• TIME TO TALK** | The student listens to the statements and checks in his book the one he / she agrees or are true for him / her while reproducing them out loud. Then, he / she will talk to the teacher or to a classmate about these checked sentences. Lessons 38 and 54.

**• READ AND COMPLETE** | The student reads the text, completes the blanks with the information from the

text, and shows the teacher at the Teacher Support. Lesson 40.

**DRILLING PRACTICE 2** | The student listens to some sentences in Portuguese and says them in English out loud. For lesson 4, the student changes the sentences into the negative and says them out loud. For lessons 6 and 20, the student changes the sentences into the interrogative and says them out loud.

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

**• DICTIONARY** | The student listens to some words, draws them in the notebook in 60 seconds. He / She challenges the teacher or a classmate to guess them. This game could be played in the Peer Work or in the Teacher Support moments. Lessons 2, 10, 36, 40, 44, 50, and 58.

**• RUNNING DICTATION** | The student listens to a text with some missing words and has to copy it guessing these words. The audio is played twice, but the student starts copying only after the second time. During the Teacher Support, the student checks how many words he / she guessed correctly. Lessons 4, 12, and 18.

**• HOT POTATO** | The student listens to a song. When the song stops, he / she listens to a question or a command only once, answers it out loud, and writes the answer in the notebook before the song is played back. Lessons 6, 8, 24, 28, and 56.

**• MIME** | The student listens and copies some words in the notebook. During the Teacher Support, he / she mimes, at least, one word and challenges the teacher to guess it. Lessons 14, 26, 32, 46, and 52.

**• STOP** | The student listens to a letter from the alphabet, starts writing words that start with this letter and when the audio says stop, he / she stops writing. Lessons 16, 20, 30, 42, 54, and 60.

**• SNOWMAN** | The audio spells a word and the student has to write it in the notebook. Lessons 22, 34, 38, and 48.

**LET'S GET AROUND** | The student starts looking at the image(s) and is instructed to say who he / she sees, and some words related to the scene(s). Then he / she just listens to the corresponding part of the story in the lesson. After that, the student listens to the audio one more time and reproduces it. In class, the student accesses the Video card on Wiz.me to watch the scene, and writes the dialogue in the Student's Book. Also, on

# GENERAL INSTRUCTIONS

Wiz.me, he / she accesses the Recording card and records his / her own dialogue and shows it to the teacher. The student is reminded that in the Review class he / she will role-play the complete dialogue.

**UNLOCK |** The student listens to some questions or comments in English and their translations to answer them in English out loud.

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

## REVIEW LESSONS

**PINPOINT |** The student is guided to look at the images of this section and to see what or who he / she sees. Then, he / she reproduces, in English, the dialogues touching on each image of the dialogue to listen to the audio, two times. In case of questions, he / she should take notes to talk to the teacher.

**INTERACTIVE TASK - PINPOINT - FOLLOW-UP |** The student listens to some sentences from the Pinpoint section, rewrites them substituting the words in bold for others he / she learned in the last lessons, and shows the teacher during the Teacher Support.

**CONVERSATION PRACTICE |** The student listens and reproduces some questions. Then, he / she should answer in his / her notebook and show it to the teacher during the Teacher Support.

**SELF-ASSESSMENT |** The audio asks five questions for the student to answer in English out loud.

**SELF-ASSESSMENT - STUDENT'S BOOK - HOW WELL DO YOU REMEMBER? |** The student listens to the three questions of this section and answers them in the Student's Book

**SELF-ASSESSMENT - STUDENT'S BOOK - WHERE AM I NOW? |** The audio instructs the student to make a self-assessment considering what he / she has learned in the last batch of lessons and to check the faces according to the learning level he / she has reached.

**SELF-ASSESSMENT - STUDENT'S BOOK - WHAT DO I NEED TO GET THERE? |** The student is guided to think of what else he / she needs to do to improve his / her learning, and then to write it in the Student's Book.

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

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

**LET'S CHECK |** The student is advised to practice with more personalized activities on the Let's Check card on Wiz.me. This could be done in class, if time allows.

**HOW AM I DOING? |** On Wiz.me, the student is guided by the audio to do his / her self-evaluation on the How Am I Doing? card. This could be done in class, if time allows.

**HOMEWORK INSTRUCTIONS |** The student listens to the Homework explanation in Portuguese for each Workbook activity.

**GETTING READY! |** The student is reminded to prepare the next Input Lesson doing the activities of the Getting Ready! card on Wiz.me and that studying before class makes the difference in his / her result.

**WIZ.BATTLE |** The audio motivates the student to play the games and to challenge the Wizard friends with Wiz.battle on Wiz.me. The games are: Spelling Bee, Tongue Twister, Who Am I?, Scrambled Letters, and Figure it Out.

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

## WIZ.ME CARDS DESCRIPTIONS

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

### BEFORE STARTING

- **ZERO CLASS |** The first step the students have to take before starting the course to know what Teens 2 has to offer them.
- **PRE AND POST DIAGNOSIS |** The students do some activities to ascertain their knowledge before starting the course. At the end of the course, they do it again to see their progress. This card has to be completed in order for the following cards to open.

### INPUT LESSONS

- **GETTING READY! |** The Class Preparation card the students should use to prepare the Input Lessons.
- **SPEAK UP! |** On this card, the students can practice using the Oral Practice sentences.
- **DID YOU KNOW? |** The students watch the video and do the activity that complements the Did You Know? in the Student's Book.
- **LISTEN UP! |** All the audios of the lesson are found on this card.
- **WHAT'S MORE? |** The students find extra activities for further practice.

### OUTPUT LESSONS

- **PICTIONARY |** This card shows the new words illustrated to help memorization.
- **HOMEWORK |** The Output Homework is done on this card.
- **SPEAK UP! |** The students can improve pronunciation using Pronunciation Practice.
- **VIDEO |** The Let's Get Around videos can be watched on this card.
- **RECORDING |** The students record their dialogues inspired by the Let's Get Around section.

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

### REVIEW LESSONS

- **LET'S CHECK! |** Activities that have to be done again by the students to review the content.
- **VIDEO |** This card brings the complete Let's Get Around video and the Dubbing video.
- **LISTEN UP! |** All the audios of the Review Lesson are found on this card.
- **HOW AM I DOING? |** The students use this card to reflect on their performance.
- **WIZ.BATTLE |** A tournament with games which practices the content learned.

### LESSONS' INSTRUCTIONS

On the following pages of this guide, you will find the detailed instructions of the 71 lessons and activities the 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 **Teacher Support**. The Audio scripts from specific activities of Wiz.tab and Answer keys necessary for better support to the student are also available.

# LESSONS' INSTRUCTIONS

## USEFUL LANGUAGE

### LEARNING OBJECTIVES

- Can understand 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.

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

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

**ABOUT ME** | The student is asked to write his / her name on a piece of paper and draw two things he / she likes, and one he / she dislikes. The teacher tries to guess the student's likes and dislikes in order to know him / her better.

**FIND SOMEONE WHO** | On the same piece of paper used in the first game, and to get to know the teacher and classmates better, the student has to write some experiences he / she has already had. The sentences can be written in Portuguese.

**TWO TRUTHS ONE LIE** | The student writes two truths and one lie about his / her life to play with the teacher and classmates.

**COURSE OVERVIEW** | The student listens to the audio in order to have a course overview on the types of lessons, *Report Card*, *Catch Up Classes*, *Wiz.me*, *Wiz.pen*, and is presented to the characters that will follow him / her throughout the course. After that, he / she is advised to have a look at the learning track and *Conheça o Teens 2* section.

**USEFUL LANGUAGE** | The student listens to the content and reproduces it out loud in English.

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

### Interactive Task

#### Listen and Match

The student reads and listens to four words or sentences and matches them to the corresponding images. **Audio script:** Come in./ Bye. / Good morning! / Open the book.

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

## TEACHER SUPPORT - 5'

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

### DRILLING PRACTICE

1. Olhe! / Escute! / Leia! / Escreva!
2. Abra o livro, por favor. / Feche o livro, por favor.
3. Como se diz "Oi" em inglês? / "Tchau" / "Obrigado(a)"

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

1. Como se diz "Escute!" em inglês?
2. Como se diz "Entre!" em inglês?
3. Como se diz "Entendi." em inglês?

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

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

**ABOUT ME** | Guess the student's drawings about his / her likes and dislikes.

**FIND SOMEONE WHO** | Invite the class to share whether you all have had the same experience as the one(s) described by the student..

**TWO TRUTHS ONE LIE** | Invite the class to play the game.

### Should you have extra time

Ask the student to reproduce and complete the following sentences:

1. Open ...
2. Close ...
3. Good ...
4. How do you say ...?
5. Can I ...?

## LESSON 1

### LEARNING OBJECTIVES

- Can name some foods and drinks.
- Can say what they eat and drink for breakfast.
- Can use *and* to link nouns and noun phrases.

### GRAMMAR

- Simple Present tense in the affirmative form;
- subject pronouns *I* and *you*;
- conjunction *and*.

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

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

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

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

#### Interactive Task Pronunciation Practice

The student reproduces the following words separately in order to reinforce the pronunciation:  
**water / juice / milk / cheese / and**

#### Interactive Task Listen and Match

The student reads and listens to four words or sentences and matches them to the corresponding image. **Audio script:** I eat cupcakes. / I drink water. / I eat bread and butter. / You drink milk.

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

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

#### WRITE SENTENCES IN ENGLISH (WORKBOOK) |

The student is guided to the Workbook to do the first sentence of the activity orally.

#### Interactive Task

##### Grammar Check - Portuguese version

The student answers in English two questions that are asked in Portuguese: **O que você come no café da manhã? / O que você bebe no café da manhã?**

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

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

**DID YOU KNOW? |** The student listens to the content of the section in the Student's Book and reproduces it. Then, he / she accesses the *Did You Know?* card on Wiz.me to watch the video and do the following activity: Choose the correct answer. **Answer key:** Yakisoba is a famous dish from ... **Japan**.

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

**HOMEWORK INSTRUCTIONS |** The student listens to the Homework instructions for the Workbook activities. These instructions are in Portuguese. Besides that, he / she is advised to do the Homework right after class and access Wiz.me to practice the sentences of *Oral Practice* on the *Speak Up!* card.

#### TEACHER SUPPORT - 5'

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

#### DRILLING PRACTICE

1. Eu como pão / bolinhos / bolachas doces
2. Eu bebo suco no café da manhã. E você? / leite / água
3. Eu como pão e você come queijo. / presunto – bolachas doces / queijo – bolinhos

**QUESTIONS |** Read the sentences in Portuguese and ask the student to say them in English.

# LESSONS' INSTRUCTIONS

After that, ask the question in English and ask your student to answer. Encourage further conversation..

1. Eu bebo água no café da manhã. E você?
2. Eu bebo suco e como bolinhos no café da manhã. E você?

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

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

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

## Should you have extra time

Ask the student to reproduce and complete the following sentences:

1. I eat ...
2. I drink ...
3. I eat ... and ...
4. You drink ...
5. You eat cupcakes ...

## LESSON 2

### REITERATIVE LEARNING OBJECTIVES

- Can name some foods and drinks.
- Can say what they eat and drink for breakfast.
- Can use *and* to link nouns and noun phrases.

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

#### Interactive Task Content Review

The student listens to words or sentences to review what he / she learned in the previous lesson. He / she reproduces these sentences out loud: *I eat bread.* / *You drink milk.* / *I eat ham for breakfast.* / *You drink water and juice.*

**LISTEN AND NUMBER |** The student is guided to look at the images in the Student's Book and to say out loud a word that represents each one of them. Then, he / she

listens to the sentences three times. The first time, he / she just listens. For the second time, he / she writes the number to the corresponding image in his / her book. For the third time, he / she checks the answers while listening to the audio. Teacher checks the answers during Teacher Support.

#### Interactive Task

#### Listen and Number - Follow-up

The student listens to some letters and looks at the corresponding image in the *Listen and Number* activity. Then, he / she writes a sentence about this image in his / her notebook.

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

#### Interactive Task

#### Listen and Choose

The student sees four images on the screen. Then he / she presses the button to listen to the audio and chooses the corresponding images. **Audio script:** *butter* / *water* / *cookies* / *milk*

**FLUENCY |** In this activity, the student listens to the audio three times. Then, he / she listens to an explanation of what he / she has to change specifically.

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

**GAME ON - DICTIONARY |** In this game, the student listens to some words and in a notebook has to draw them in 60 seconds. During Teacher Support, the teacher decides if he / she or another student is going to guess what the student drew.

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

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

**HOMEWORK INSTRUCTIONS |** The student is guided to do the Homework on Wiz.me. Still on Wiz.me, he / she is advised to do the *Pronunciation Practice* on the *Speak Up!* card, to prepare the next lesson using the *Getting Ready!* card, and to use the *Pictionary* card to learn more.

## TEACHER SUPPORT - 5'

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

### DRILLING PRACTICE

1. Eu como bolinhos doces. / Você / no café da manhã
2. Você come pão com manteiga no café da manhã. / pão com queijo / pão com presunto
3. Você bebe leite e suco no café da manhã. / leite e água / suco e água

### QUESTIONS |

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

1. Eu como bolachas doces no café da manhã.  
E você?
2. Eu como pão e bebo leite. E você?

**LISTEN AND NUMBER |** Check the student's answers for this activity. **Answer key:** a. 5 / b. 4 / c. 2 / d. 1 / e. 6 / f. 3

### INTERACTIVE TASK - LISTEN AND NUMBER -

**FOLLOW-UP |** Check the student's sentences for the images of letters A / C / E in the Student's Book.

**GAME ON - PICTIONARY |** Play the game with the student or select another student to play with him / her. **Audio script:** cookies / cupcake / milk / ham / bread

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

#### Should you have extra time

Read the sentences and ask the student to say the sentences replacing any word.

1. You drink water for breakfast.
2. I eat bread and ham for breakfast.
3. I drink milk and juice.
4. You eat cupcakes and cookies.
5. I eat cheese and drink juice.

## LESSON 3

### LEARNING OBJECTIVES

- Can name some foods and drinks.
- Can say what they eat and drink for their meals.
- Can say what they love and hate eating and drinking.
- Can say simple sentences in the negative form.
- Can use *but* to link clauses and sentences.

### GRAMMAR

- Simple Present tense in the negative form;
- regular plural noun ending in -es;
- conjunction *but*.

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

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

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

**Audio script:** I eat bread and butter for breakfast. And you? / I drink juice for breakfast. And you? / I eat cheese and I drink water. And you?

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

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

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

#### Interactive Task

#### Pronunciation Practice

The student reproduces the following words separately in order to reinforce the pronunciation: vegetables / chocolate / chips / sandwich / but

# LESSONS' INSTRUCTIONS

## Interactive Task

### Put in Order

The student puts the words in order to make sentences. **Audio script:** I love rice, but I hate beans. / I drink orange juice and soda. / You eat bread, but you hate sandwiches. / I eat vegetables and chicken.

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

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

## WRITE SENTENCES IN ENGLISH (WORKBOOK) |

The student is guided to the Workbook to do the first sentence of the activity orally.

## Interactive Task

### Grammar Check - Portuguese version

The student answers in English two questions that are asked in Portuguese: Que comida você adora no almoço? / Que comida você detesta no jantar?

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

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

**DID YOU KNOW? |** The student listens to the content of the section in the Student's Book and reproduces it. Then, he / she accesses the *Did You Know?* card on Wiz.me to watch the video and do the following activity: Choose the correct answer. **Answer key:** I drink a carton of ... milk every day.

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

**HOMEWORK INSTRUCTIONS |** The student listens to the Homework instructions for the Workbook activities.

These instructions are in Portuguese. Besides that, he / she is advised to do the Homework right after class and access Wiz.me to practice the sentences of *Oral Practice* on the *Speak Up!* card.

## TEACHER SUPPORT - 5'

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

### DRILLING PRACTICE

1. Eu detesto refrigerante. E você? / leite / água
2. Eu não como sanduíches no almoço. / no jantar / no café da manhã
3. Eu não adoro frango, mas eu adoro carne vermelha. / arroz – feijão / suco – refrigerante

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

1. Eu amo frango. E você?
2. Eu não detesto legumes e verduras. E você?

**PICTIONARY |** Check the sentences the student wrote about two of the *Pictionary* images from Wiz.me.

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

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

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

### Should you have extra time

Ask the student to reproduce and complete the following sentences:

1. I hate ...
2. I love ...
3. I don't hate ... but ...
4. You love ... and ...
5. You hate ... for breakfast.

## LESSON 4

### REITERATIVE LEARNING OBJECTIVES

- Can name some foods and drinks.
- Can say what they eat and drink for their meals.
- Can say what they love and hate eating and drinking.
- Can say simple sentences in the negative form.
- Can use *but* to link clauses and sentences.

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

#### Interactive Task

##### Content Review

The student listens to words or sentences to review what he / she learned in the previous lesson. He / She reproduces these sentences out loud: *I love rice and beans for lunch. / You hate beef for dinner. / I don't eat vegetables. / You don't drink soda, but you drink orange juice.*

**LISTEN AND PUT IN ORDER |** The student is guided to look at the image in the Student's Book and to say out loud the words that come to mind. Then, he / she listens to the dialogue three times. The first time, he / she just listens. For the second time, he / she writes the number to put the dialogue in the correct order. For the third time, he / she checks the answers while listening to the audio. Teacher checks the answer during Teacher Support.

#### Interactive Task

##### Choose the Correct Answer - Follow-up

The student listens to some questions about the text he / she has just heard and chooses the correct answer. **Audio script:** *O que o Little Wiz gosta de comer? / O que o Bobby adora comer e beber? / O que o Little Wiz adora beber?* **Answer key:** Rice, beans, and chicken. / Rice, vegetables, and soda. / Soda.

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

#### Interactive Task Lead in Text

The student listens to some incomplete sentences and clicks on the words on the screen to complete them. **Audio script:** *I eat ... and ... for lunch. / I love ... and ... for breakfast. / I drink ... for dinner.* **Answer key:** rice, beans / bread, butter / orange juice

**READ AND MATCH |** The student is guided to look at the image in the Student's Book and to say out loud the words or sentences related to it. Then, he / she matches the two columns to make full sentences. After that, the student completes the given sentences using his / her own words and shows them to the teacher during Teacher Support.

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

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

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

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

**HOMEWORK INSTRUCTIONS |** The student is guided to do the Homework on Wiz.me. Still on Wiz.me, he / she is advised to do the *Pronunciation Practice* on the *Speak Up!* card, to prepare the next lesson using the *Getting Ready!* card, and to use the *Pictionary* card to learn more.

### TEACHER SUPPORT - 5'

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

#### DRILLING PRACTICE

1. Eu adoro salada no almoço. / legumes e verduras / no jantar
2. Eu não como bolinhos. / bolachas doces / salgadinhos
3. Você não gosta de legumes e verduras. / carne vermelha / batatas redondas

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

1. Eu não adoro vegetais. E você?
2. Eu odeio bolinho de chocolate. E você?

# LESSONS' INSTRUCTIONS

**LISTEN AND PUT IN ORDER** | Check the student's answers for this activity. **Answer key:** 2 / 4 / 6 / 1 / 5 / 7 / 3

**READ AND MATCH** | Check the student's answers for this activity. **Answer key:** c / e / g / b / a / d / f / h. Also check the student's sentences of letters B / E / F in his / her notebook.

**GAME ON - RUNNING DICTATION** | Check the student's paragraph and if he / she was able to write the missing information. **Audio script:** Hello! I eat bread and cheese ... breakfast and I drink milk. For lunch, I eat rice, beans, vegetables, ... chicken. **Answer key:** for / and

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

## Should you have extra time

Read the sentences and ask the student to say the sentences replacing any word.

1. You love vegetables.
2. I hate rice and beans.
3. I love salad and chicken for lunch.
4. You hate bread and butter for breakfast.
5. I don't love salad for dinner.

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

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

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

**Audio script:** I don't love chips. And you? / I eat chocolate, but I don't eat chips. And you? / I have soda. And you?

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

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

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

## Interactive Task Pronunciation Practice

The student reproduces the following words separately in order to reinforce the pronunciation:  
**house / apartment / old / new / a**

## Interactive Task Match

The student matches the sentences to the corresponding images. Then, he / she listens to the sentences and reproduces them out loud.

**Audio script:** I live in Brazil. / You don't live in the U.S.A. / I like chips. / I like my new house.

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

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

## WRITE SENTENCES IN ENGLISH (WORKBOOK)

The student is guided to the Workbook to do the first sentence of the activity orally.

## Interactive Task Grammar Check - English version

The student answers in English two questions or comments that are asked in English: **Do you like vegetables? / Where do you live?**

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

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

**DID YOU KNOW? |** The student listens to the content of the section in the Student's Book and reproduces it. Then, he / she accesses the *Did You Know?* card on Wiz.me to watch the video and do the following activity: Choose the correct answer. **Answer key:** Do you like vegetables? **Yes, I do.**

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

**HOMEWORK INSTRUCTIONS |** The student listens to the Homework instructions for the Workbook activities. These instructions are in Portuguese. Besides that, he / she is advised to do the Homework right after class and access Wiz.me to practice the sentences of *Oral Practice* on the *Speak Up!* card.

## TEACHER SUPPORT - 5'

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

### DRILLING PRACTICE

1. Você gosta do Brasil? / do Japão / dos E.U.A.
2. Você gosta da minha casa nova? / apartamento
3. O que você bebe? / come / adora

**QUESTIONS |** Ask the student the following questions. Encourage further conversation.

1. I live in Japan. And you?
2. Do you live in a house or in an apartment?

**PICTIONARY |** Check the sentences the student wrote about two of the *Pictionary* images from Wiz.me.

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

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

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

### Should you have extra time

Ask the student to reproduce and complete the following sentences:

1. I live ...
2. I like ...
3. I don't like ...
4. Do you like ...?
5. Do you eat ... for lunch?

## LESSON 6

### REITERATIVE LEARNING OBJECTIVES

- Can ask someone's name and tell others their names.
- Can say where they live, ask about where others live, about their likes and dislikes and others' likes and dislikes.
- Can ask and answer questions with *what* and *where*.
- Can use *a* and *an* with single countable nouns.

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

### Interactive Task Content Review

The student listens to words or sentences to review what he / she learned in the previous lesson. He / she reproduces these sentences out loud: **Do you live in an apartment? / What do you drink for breakfast? / Where do you live? / I don't like my old house.**

**LISTEN AND COMPLETE |** The student listens to the audio passage three times. The first time, he / she just listens. The second time, he / she completes the questions in his / her book. The third time, he / she checks the answers while listening to the audio. Teacher checks the answers during Teacher Support.

# LESSONS' INSTRUCTIONS

## Interactive Task

### Maze

The student sees four sentences out of order and drags the words or sentences to the correct order. After checking the answers, he / she listens to the sentences and reproduces them out loud.

**Audio script:** What is your name? / Where do you live? / I eat bread and butter. / I live in Japan.

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

## Interactive Task

### Image Phrase Type

The student drags the words to complete the dialogue. **Audio script:** What's your name? My name is ... / Where do you live? I ... in the U.S.A.

**Answer key:** Emily / live

**QUESTIONS** | The student observes the image and says what he / she thinks is happening. Then, he / she listens to the questions and says them out loud. After that, the student answers the questions in his / her notebook to show the teacher during the Teacher Support.

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

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

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

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

**HOMEWORK INSTRUCTIONS** | The student is guided to do the Homework on Wiz.me. Still on Wiz.me, he / she is advised to do the *Pronunciation Practice* on the *Speak Up!* card, to prepare the next lesson using the *Getting Ready!* card, and to use the *Pictionary* card to learn more.

## TEACHER SUPPORT - 5'

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

### DRILLING PRACTICE

1. Você gosta da sua casa? / do seu apartamento / do meu apartamento
2. Qual é o seu nome? / Meu nome é John. / Onde você mora? / Eu moro nos Estados Unidos.
3. Eu moro em uma casa nova. / casa velha / apartamento velho

**QUESTIONS** | Ask the student the following questions. Encourage further conversation.

1. What do you eat for breakfast?
2. Do you live in an old or new house?

**LISTEN AND COMPLETE** | Check the student's answers for this activity. **Answer key:** a. vegetables / b. you eat for breakfast / c. drink soda for dinner / d. you live / e. you love / f. live in a house or in an apartment

**QUESTIONS** | Check students open answers. Practice reading the questions with the student or select another student to do it with him / her.

**GAME ON - HOT POTATO** | Play the game with the student or select another student to play with him / her. These are open answers. **Audio script:**  
1. Say three things you like. / 2. Say three things you hate. / 3. Say three things you eat for breakfast. / 4. Say three things you eat for lunch. / 5. Say three things you eat for dinner.

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

### Should you have extra time

Read the sentences and ask the student to say the sentences replacing any word.

1. You don't like ..., but you like ...
2. What do you ...
3. I live in ...
4. You don't live in ...
5. I hate ...

## REVIEW 1

**PINPOINT** | The student observes the images and says what he / she sees. Then, he /she listens to the audio and reproduces all the sentences. In case the student has any questions, he / she takes notes to talk to the teacher during the Teacher Support.

### Interactive Task

#### Pinpoint – Follow-up

The student listens to some sentences from the *Pinpoint*, rewrites them substituting the words in bold for other words learned in the previous lessons, and shows to the teacher during the Teacher Support.

**CONVERSATION PRACTICE** | The student listens to some questions, says them out loud, answers them in a notebook, and shows to the teacher during the Teacher Support.

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

### SELF-ASSESSMENT – STUDENT'S BOOK

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

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

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

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

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

**LET'S CHECK** | The student is guided to do the *Let's Check* card tasks on Wiz.me.

**HOW AM I DOING?** | The student is guided to do the *Self-assessment* on the *How Am I Doing?* card on Wiz.me.

**HOMEWORK INSTRUCTIONS** | The student listens to the Homework instructions for the Workbook activities. The instructions are in Portuguese.

**GETTING READY!** | The student is advised to prepare the next lesson using the *Getting Ready!* Card on Wiz.me.

**WIZ.BATTLE** | The student is reminded to play the *Wiz.battle* games on Wiz.me.

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

### 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 eat salad and drink orange juice for dinner?
2. Do you like chocolate but hate cookies?
3. Do you eat bread and butter or bread and cheese for breakfast?

### INTERACTIVE TASK - PINPOINT - FOLLOW-UP

Check the student's answers to the following sentences: I love chocolate. I hate sandwiches and cupcakes. / I love vegetables, but I don't eat vegetables with ham and cheese! / Bread, cheese, and a cupcake ... Yummy!

**CONVERSATION PRACTICE** | Check the student's answers to the following questions: Do you drink juice or water for lunch? / What do you eat for breakfast? / What do you drink for lunch? / What do you eat for dinner? / Do you hate vegetables but love chips? / Where do you live? / What's your name? / Do you live in a new or in an old house or apartment?

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

# LESSONS' INSTRUCTIONS

**LET'S GET AROUND |** Have the student present his / her dialogue to you or to role-play with another classmate.

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

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

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

## Should you have extra time

Read the sentences and ask students to change them into interrogative.

1. You eat bread, cheese, and ham for breakfast.
2. You hate chips and love vegetables.
3. You love chips and salad.
4. I like my old house.
5. I live in Japan.

## LESSON 7

### LEARNING OBJECTIVES

- Can name a few languages and say the ones they and others speak.
- Can name a few school subjects.
- Can say what they and others like to study.
- Can recognize the letters of the alphabet and spell words.
- Can say what they do at different periods of the day.

### GRAMMAR

- Simple Present tense in the affirmative form;
- verbs followed by the infinitive form;
- subject pronouns *we* and *they*;
- prepositions *with* and *at*;
- definite article *the*.

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

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

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

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

#### Interactive Task Pronunciation Practice

The student reproduces the following words separately in order to reinforce the pronunciation:  
*Portuguese / English / math / they / teacher / with*

#### Interactive Task Put in Order

The student puts the words in order to make sentences. **Audio script:** *We speak English. / They speak Portuguese. / I like to study math. / I study English with my friend.*

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

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

### WRITE SENTENCES IN ENGLISH (WORKBOOK) |

The student is guided to the Workbook to do the first sentence of the activity orally.

#### Interactive Task Grammar Check - English version

The student answers in English two questions or comments that are asked in English: *Do you study English in the afternoon? / Do you speak Portuguese at school?*

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

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

**DID YOU KNOW?** | The student listens to the content of the section in the Student's Book and reproduces it. Then, he / she accesses the *Did You Know?* card on Wiz.me to watch the video and do the following activity: Choose the correct answer. **Answer key:** The English alphabet has ... **26 letters.**

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

**HOMEWORK INSTRUCTIONS** | The student listens to the Homework instructions for the Workbook activities. These instructions are in Portuguese. Besides that, he / she is advised to do the Homework right after class and access Wiz.me to practice the sentences of *Oral Practice* on the *Speak Up!* card.

### TEACHER SUPPORT - 5'

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

#### DRILLING PRACTICE

1. Nós gostamos de estudar matemática. / português / história
2. Eles(as) gostam de falar inglês com o professor. / Nós / Você
3. Eu falo português com o professor./japonês/inglês

**QUESTIONS** | Ask the student the following questions. Encourage further conversation.

1. They study math in the morning. And you?
2. Do you study English in the afternoon?

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

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

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

#### Should you have extra time

Ask the student to reproduce and complete the following sentences:

1. They speak ...
2. We study ...
3. I speak ... with my ...
4. You study ... in the ...
5. I like ... and history.

## LESSON 8

### REITERATIVE LEARNING OBJECTIVES

- Can name a few languages and say the ones they and others speak.
- Can name a few school subjects.
- Can say what they and others like to study.
- Can say what they do at different periods of the day.
- Can say where they and others live.

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

#### Interactive Task Content Review

The student listens to words or sentences to review what he / she learned in the previous lesson.

He / She reproduces these sentences out loud:  
*I like to study math. / I speak Portuguese with the teacher. / We speak English at school. / They study science in the afternoon.*

**LISTEN AND NUMBER** | The student is guided to look at the images in the Student's Book and to say out loud a word that represents each one of them. Then, he / she listens to the sentences three times. The first time, he / she just listens. The second time, he / she writes the number to the corresponding image in his / her book. The third time, he / she checks the answers while listening to the audio. Teacher checks the answers during Teacher Support.

#### Interactive Task Listen and Number - Follow-up

The student listens to some letters and looks at the corresponding image in the *Listen and Number* activity. Then, he / she writes a sentence about this image in his / her notebook.

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

#### Interactive Task Listen and Choose

The student sees four images on the screen. Then he / she presses the button to listen to the audio and chooses the corresponding images. **Audio script:**  
*Physical Education P.E. / they / teacher / my school*

# LESSONS' INSTRUCTIONS

**FLUENCY** | In this activity, the student listens to the audio three times. Then, he / she listens to an explanation of what he / she has to change specifically.

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

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

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

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

**HOMEWORK INSTRUCTIONS** | The student is guided to do the Homework on Wiz.me. Still on Wiz.me, he / she is advised to do the *Pronunciation Practice* on the *Speak Up!* card, to prepare the next lesson using the *Getting Ready!* card, and to use the *Dictionary* card to learn more.

## TEACHER SUPPORT - 5'

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

### DRILLING PRACTICE

1. Nós estudamos história à tarde. / japonês / inglês
2. Você gosta de educação física? / português / matemática
3. Eu gosto de estudar matemática com meu professor. / ciências / história

**QUESTIONS** | Ask the student the following questions. Encourage further conversation.

1. Do you like math?
2. Do you speak English with your mother?

**LISTEN AND NUMBER** | Check the student's answers for this activity. **Answer key:** a. 2 / b. 1 / c. 6 / d. 3 / e. 5 / f. 4

**INTERACTIVE TASK - LISTEN AND NUMBER - FOLLOW-UP** | Check the student's sentences for the images of letters A / C / E in the Student's Book.

**GAME ON - HOT POTATO** | Play the game with the student or select another student to play with him / her. The questions are: 1. How do you spell (*a difficult word in students' native language*)? / 2. How do you spell "Physical Education"? / 3. How do you spell your name? / 4. How do you spell your last name? / 5. How do you spell "Wizard"?

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

### Should you have extra time

Read the sentences and ask the student to say the sentences replacing any words.

1. You study math in the morning.
2. I speak English with my mother.
3. They study history in the evening.
4. We like Japanese.
5. They like science.

## LESSON 9

### LEARNING OBJECTIVES

- Can name a few everyday items.
- Can say what they and others want to have or don't want to have and want to do or don't want to do.
- Can tell others things they have or don't have.
- Can say what they have to do.
- Can name a few colors.
- Can invite others to do a certain activity with them.

### GRAMMAR

- Simple Present tense in the negative form;
- subject pronouns *we* and *they*;
- demonstrative pronouns *this* and *that*;
- *have to* to talk about obligations;
- word order;
- review preposition *in*;
- review of indefinite articles *a* and *an*.

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

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

**ASSESSMENT |** The student is asked questions in order to review the content of the previous lessons. **Audio script:** What languages do you speak? / What language do you study at Wizard? / What subjects do you like to study at school?

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

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

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

#### Interactive Task Pronunciation Practice

The student reproduces the following words separately in order to reinforce the pronunciation: **cell phone / video game console / clothes / surfboard / this / that**

#### Interactive Task Put in Order

The student puts the words in order to make sentences. **Audio script:** I want a cell phone. / They want to eat salad. / I want this cupcake. / I want that cell phone.

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

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

#### WRITE SENTENCES IN ENGLISH (WORKBOOK)

The student is guided to the Workbook to do the first sentence of the activity orally.

#### Interactive Task Grammar Check - English version

The student listens to questions or comments in English and answers them in English: **Do you want to study with me? / What do you have to study?**

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

**GET REAL |** The student observes the images and says words or expressions related to three of them. Then,

he / she listens to the audio and reproduces all the sentences. After that, he / she pauses the audio and reads all the sentences. As a wrap-up, the student chooses four sentences and substitutes some words for other words using the vocabulary he / she has learned and writes sentences in his / her notebook to show to the teacher during Teacher Support.

**DID YOU KNOW? |** The student listens to the content of the section in the Student's Book and reproduces it. Then, he / she accesses the *Did You Know?* card on Wiz.me to watch the video and do the following activity: Choose the correct answer. **Answer key:** The colors of the South African flag are ... **black, yellow, green, white, red, and blue.**

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

**HOMEWORK INSTRUCTIONS |** The student listens to the Homework instructions for the Workbook activities. These instructions are in Portuguese. Besides that, he / she is advised to do the Homework right after class and access Wiz.me to practice the sentences of *Oral Practice* on the *Speak Up!* card.

#### TEACHER SUPPORT - 5'

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

#### DRILLING PRACTICE

1. Você quer estudar comigo? / falar / comer
2. Elas não têm muitas roupas. / tênis / amigos
3. Eu tenho uma casa velha. / prancha de surf / skate

**QUESTIONS |** Ask the student the following questions. Encourage further conversation.

1. What do you have in your backpack?
2. Do you want a surfboard or a skateboard?

**PICTIONARY |** Check the sentences the student wrote about two of the *Pictionary* images from Wiz.me.

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

**LEARNING OBJECTIVE CHECKING |** Check if the student marked the content he / she learned in

# LESSONS' INSTRUCTIONS

this lesson. Take this opportunity to reinforce what students have learned by asking for examples.

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

## Should you have extra time

Ask the student to change the sentences into negative:

1. I have a skateboard.
2. I want to have a surfboard.
3. I have to study science.
4. We like this cell phone.
5. I have to speak English.

## LESSON 10

### REITERATIVE LEARNING OBJECTIVES

- Can name a few everyday items.
- Can say what they and others want to have or don't want to have and want to do or don't want to do.
- Can tell others things they and others have or don't have.
- Can say what they have to do.
- Can name a few colors.

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

### Interactive Task Content Review

The student listens to words or sentences to review what he / she learned in the previous lesson.

He / she reproduces these sentences out loud:

I have a skateboard, but I don't have a surfboard. / I want that new book. / Do you want to study with me? / Do you have many friends at school?

**LISTEN AND PUT IN ORDER |** The student is guided to look at the image in the Student's Book and to say out loud the words that come to mind. Then, he / she listens to the dialogue three times. The first time, he / she just listens. For the second time, he / she writes the number to put the dialogue in the correct order. For the third time, he / she checks the answers while listening to the audio. Teacher checks the answer during Teacher Support.

### Interactive Task

#### Match

The student matches the sentences to the corresponding images. Then, he / she listens to the sentences and reproduces them out loud.

**Audio script:** I have an old history book. / I have a new surfboard. / They want to eat salad and chicken. / They study science in the afternoon.

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

### Interactive Task

#### Lead in Text

The student sees an image, listens to some incomplete sentences, and clicks on the words on the screen to complete them. **Audio script:** I have a ... and a ... with me. / I have many ... at .... / I study ... with my .... **Answer key:** backpack, book / friends, school / science, friends

**READ AND MATCH |** The student is guided to look at the image in the Student's Book and to say out loud the words or sentences related to it. Then, he / she matches the two columns to make full sentences. After that, the student completes the given sentences using his / her own words and shows them to the teacher during Teacher Support.

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

**GAME ON - PICTIONARY |** In this game, the student listens to some words. He / she has 60 seconds to draw them in their notebooks. During Teacher Support, the teacher decides if he /she or another student will guess what the student drew.

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

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

**HOMEWORK INSTRUCTIONS |** The student is guided to do the Homework on Wiz.me. Still on Wiz.me, he / she is advised to do the *Pronunciation Practice* on the *Speak Up!* card, to prepare the next lesson using the *Getting Ready!* card, and to use the *Pictionary* card to learn more.

## TEACHER SUPPORT - 5'

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

### DRILLING PRACTICE

1. Nós não queremos estudar com este livro. / professor / computador
2. Eles não querem comer frango. / salada / carne vermelha
3. Eu não tenho que estudar ciências essa manhã. / história / educação física

**QUESTIONS |** Ask the student the following questions. Encourage further conversation.

1. What do you want to eat?
2. What do you have to study?

**LISTEN AND PUT IN ORDER |** Check the student's answers for this activity. **Answer key:** 8 / 1 / 5 / 2 / 9 / 3 / 4 / 7 / 6

**READ AND MATCH |** Check the student's answer for this activity. **Answer key:** c / e / h / f / a / d / g / b. Also check the student's sentences of letters B / E / F in his / her notebook.

**GAME ON - PICTIONARY |** Play the game with the student or select another student to play with him / her. **Answer key:** cell phone / video game console / backpack / skateboard / house

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

### Should you have extra time

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

1. You don't have to study math.
2. They don't want a new backpack.
3. We don't have an old computer.
4. They don't have a new cell phone.
5. We don't have new clothes.

## LESSON 11

### LEARNING OBJECTIVES

- Can state what they read and write.
- Can ask and answer what someone's phone number is.
- Can mention things they do at different periods of the day.
- Can recognize and use ordinal numbers up to 20.
- Can ask questions related to them and others.

### GRAMMAR

- Simple Present tense in the interrogative form;
- subject pronouns we and they;
- word *online* as adjective and as adverb;
- review of word order;
- prepositions *to, in*, and on.

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

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

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

**Audio script:** What do you have to study in the morning / afternoon? / What languages do you want to speak? / Do you live in a new house?

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

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

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

### Interactive Task Pronunciation Practice

The student reproduces the following words separately in order to reinforce the pronunciation:  
**comic book / post / story / question / long / to**

# LESSONS' INSTRUCTIONS

## Interactive Task

### Put in Order

The student reads the words and puts them in order to make sentences. **Audio script:** I read books in Portuguese. / I like to read short stories. / I read online books. / You have to write the answers online.

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

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

## WRITE SENTENCES IN ENGLISH (WORKBOOK)

The student is guided to the Workbook to do the first sentence of the activity orally.

## Interactive Task

### Grammar Check - English version

The student listens to questions or comments in English and answers them in English: **Do they read my posts? / Do they write comic books?**

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

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

**DID YOU KNOW?** | The student listens to the content of the section in the Student's Book and reproduces it. Then, he / she accesses the *Did You Know?* card on Wiz.me to watch the video and do the following activity: Choose the correct answer. **Answer key:** What's your phone number? **It's 5676-7865.**

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

**HOMEWORK INSTRUCTIONS** | The student listens to the Homework instructions for the Workbook activities. These instructions are in Portuguese. Besides that, he / she is advised to do the Homework right after class and access Wiz.me to practice the sentences of *Oral Practice* on the *Speak Up!* card.

## TEACHER SUPPORT - 5'

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

### DRILLING PRACTICE

1. Nós temos que estudar à noite? / de manhã / à tarde
2. Onde eles moram? / estudam
3. Nós temos as respostas? / perguntas / senhas

**QUESTIONS** | Ask the student the following questions. Encourage further conversation.

1. What do you like to read?
2. Do you like long or short stories?

**PICTIONARY** | Check the sentences the student wrote about two of the *Pictionary* images from Wiz.me.

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

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

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

### Should you have extra time

Ask the student to reproduce and complete the following sentences:

1. I read ...
2. I write ...
3. I don't like to read ...
4. Do they read in ...?
5. The password is ...

## LESSON 12

### REITERATIVE LEARNING OBJECTIVES

- Can state what one reads and writes.
- Can ask and answer what someone's phone number is.
- Can mention things they do at different periods of the day.
- Can recognize and use ordinal numbers up to 20.
- Can ask questions related to them and others.
- Can name a few everyday items.

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

#### Interactive Task Content Review

The student listens to words or sentences to review what he / she learned in the previous lesson. He / she reproduces these sentences out loud:  
**What do we have to read? / I like to read short stories. / Do we have to study in the evening? / Where do you want to live?**

**LISTEN AND COMPLETE |** The student listens to the audio passage three times. The first time, he / she just listens. The second time, he / she completes the questions in his / her book. The third time, he / she checks the answers while listening to the audio. Teacher checks the answers during Teacher Support.

#### Interactive Task Maze

The student sees four sentences out of order and drags the words or sentences to the correct order. After checking the answers, he / she listens to the sentences and reproduces them out loud.  
**Audio script:** Do they read my posts? / I read online stories. / You want a surfboard. / I live in that house.

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

#### Interactive Task Put in Order

The student sees the words and puts them in order to make sentences. **Audio script:** I like to read comic books. / I don't have the answer to this question. / They have to study in the evening.

**QUESTIONS |** The student observes the image and says what he / she thinks is happening. Then, he / she listens to the questions and says them out loud. After that, the student answers the questions in his / her notebook to show the teacher during the Teacher Support.

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

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

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

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

**HOMEWORK INSTRUCTIONS |** The student is guided to do the Homework on Wiz.me. Still on Wiz.me, he / she is advised to do the *Pronunciation Practice* on the *Speak Up!* card, to prepare the next lesson using the *Getting Ready!* card, and to use the *Pictionary* card to learn more.

### TEACHER SUPPORT - 5'

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

#### DRILLING PRACTICE

1. Você tem uma pergunta? / Eles / Seus amigos
2. Você escreve postagens longas? / mensagens / histórias
3. Eles estudam japonês à noite? / de manhã / à tarde

**QUESTIONS |** Ask the student the following questions. Encourage further conversation.

1. What do you read in the evening?
2. What do your friends like to read?

**LISTEN AND COMPLETE |** Check the student's answers for this activity. **Answer key:** a. write long posts / b. eat in the evening / c. have to write a message / d. your phone number / e. have my password / f. read online books

# LESSONS' INSTRUCTIONS

**QUESTIONS** | Look at the student's answer in his / her notebook.

**GAME ON - RUNNING DICTATION** | Check the student's paragraph and if he / she was able to write the missing information. **Audio script:** I want to read a comic book ... evening, but my friends and I have to write a story ... Japanese. We have Japanese classes ... morning and English classes ... afternoon.

**Answer key:** in the / in / in the / in the

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

## Should you have extra time

Read the sentences and ask the student to say the sentences replacing any word.

1. Do you like to ...?
2. What's your ...?
3. What do they ...?
4. What do your friends ...?
5. They don't want to ...

## REVIEW 2

**PINPOINT** | The student observes the images and says what he / she sees. Then, he /she listens to the audio and reproduces all the sentences. In case the student has any questions, he / she takes notes to talk to the teacher during the Teacher Support.

### Interactive Task

#### Pinpoint – Follow-up

The student listens to some sentences from the *Pinpoint*, rewrites them substituting the words in bold for other words learned in the previous lessons, and shows to the teacher during the Teacher Support.

**CONVERSATION PRACTICE** | The student listens to some questions, say them out loud, answers them in a notebook, and shows to the teacher during the Teacher Support.

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

### SELF-ASSESSMENT – STUDENT'S BOOK

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

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

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

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

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

**LET'S CHECK** | The student is guided to do the *Let's Check* card tasks on Wiz.me.

**HOW AM I DOING?** | The student is guided to do the *Self-assessment* on the *How Am I Doing?* card on Wiz.me.

**HOMEWORK INSTRUCTIONS** | The student listens to the Homework instructions for the Workbook activities. The instructions are in Portuguese.

**GETTING READY!** | The student is advised to prepare the next lesson using the *Getting Ready!* card on Wiz.me.

**WIZ.BATTLE** | The student is reminded to play the *Wiz.battle* games on Wiz.me.

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

### 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 languages do you study at Wizard?
2. What do you have to study today?
3. Do you have many friends?

## LESSON 13

**INTERACTIVE TASK - PINPOINT - FOLLOW-UP |** Check the student's answers to the following sentences:  
I like to study history and science. And you? / No. I like purple and yellow, but I want to have an orange surfboard. / Bobby, do you like to write messages to your friends?

**CONVERSATION PRACTICE |** Check the student's answers to the following questions: What languages do you speak? / What do you eat in the morning? / What subject do you like to study? / Do you want to have a new cell phone? / Do you read online books? / Do you speak with your friends in the evening? / Do you write messages to your friends in English? / What do your friends like to read?

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

**LET'S GET AROUND |** Have the student present his / her dialogue to you or to role-play with another classmate.

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

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

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

### Should you have extra time

Ask the student to reproduce and complete the following sentences:

1. I like to read ...
2. I don't like to write ...
3. Do they have ...?
4. What do you want ...?
5. I like to study ...

### LEARNING OBJECTIVES

- Can say what people and things are.
- Can name some members of a family.
- Can say where they and others are from.
- Can ask the meaning of words they don't know.
- Can name some occupations.

### GRAMMAR

- verb *to be* in the affirmative form;
- personal pronouns *he* and *she*;
- possessive adjectives *his* and *her*;
- preposition *from*;
- review of demonstrative pronouns *this* and *that*.

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

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

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

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

### Interactive Task

#### Pronunciation Practice

The student reproduces the following words separately in order to reinforce the pronunciation: father / mother / brother / children / her

### Interactive Task

#### Text Dialogue Drag and Drop

The student reads the text and drags the words to complete the conversation. **Audio script:** Hi, Joseph! This is my ... He is a .... / Hi, Patricia! I have a ... She ... a lawyer. / My brother is from ... /... sister is from Brazil. **Answer key:** brother, teacher / sister, is / Japan / My

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

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

# LESSONS' INSTRUCTIONS

## WRITE SENTENCES IN ENGLISH (WORKBOOK) |

The student is guided to the Workbook to do the first sentence of the activity orally.

### Interactive Task

#### Grammar Check - Portuguese version

The student answers in English two questions that are asked in Portuguese: *Quem é seu amigo ou amiga? / Quem é seu professor ou professora?*

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

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

**DID YOU KNOW? |** The student listens to the content of the section in the Student's Book and reproduces it. Then, he / she accesses the *Did You Know?* card on Wiz.me to watch the video and do the following activity: Choose the correct answer. **Answer key:** How do you say *bombeiro* in English? *Firefighter*.

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

**HOMEWORK INSTRUCTIONS |** The student listens to the Homework instructions for the Workbook activities. These instructions are in Portuguese. Besides that, he / she is advised to do the Homework right after class and access Wiz.me to practice the sentences of *Oral Practice* on the *Speak Up!* card.

## TEACHER SUPPORT - 5'

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

### DRILLING PRACTICE

1. Ele é meu pai. / irmão / professor
2. Ela é minha irmã. / mãe / amiga
3. O irmão dela é professor. / dele / meu

**QUESTIONS |** Ask the student the following questions. Encourage further conversation.

1. What's her name? (point at one of the female characters from Wiz team)
2. What's his name? (point at one of the male characters from Wiz team)

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

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

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

### Should you have extra time

Complete the following sentences with *is* or *are*:

1. My brother ... a teacher.
2. Your brothers ... firefighters.
3. Claire and her father ... lawyers.
4. Suzi and I ... engineers.
5. Mary ... a designer.

## LESSON 14

### REITERATIVE LEARNING OBJECTIVES

- Can name some occupations.
- Can say where they and others are from.
- Can name some members of a family.
- Can say cardinal numbers up to 20.
- Can ask the meaning of words they don't know.

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

### Interactive Task Content Review

The student listens to words or sentences to review what he / she learned in the previous lesson. He / she reproduces these sentences out loud:  
*What's the meaning of children? / My father is from Japan. / She is my math teacher. / It is a new computer.*

**LISTEN AND NUMBER** | The student is guided to look at the images in the Student's Book and to say out loud a word that represents each one of them. Then, he / she listens to the sentences three times. The first time, he / she just listens. The second time, he / she writes the number to the corresponding image in his / her book. The third time, he / she checks the answers while listening to the audio. Teacher checks the answers during Teacher Support.

#### Interactive Task

##### Listen and Choose

The student sees four images on the screen. Then he / she presses the button to listen to the audio and chooses the corresponding images.

**Audio script:** My teacher is from the U.S.A. / My father is a lawyer and my mother is an engineer. / My parents are Japanese but they live in the U.S.A. / My brothers are in Brazil. They have a house in Rio de Janeiro.

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

#### Interactive Task

##### Image Phrase Type

The student drags the words to complete the dialogue. **Audio script:** My ... is a lawyer and he is in ..... is a father. / My sister is a ... and she is in ..... isn't a mother. **Answer key:** brother, Brazil, He / teacher, Japan, She

**FLUENCY** | In this activity, the student listens to the audio three times. Then, he / she listens to an explanation of what he / she has to change specifically.

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

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

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

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

**HOMEWORK INSTRUCTIONS** | The student is guided to do the Homework on Wiz.me. Still on Wiz.me, he / she is advised to do the *Pronunciation Practice* on the *Speak Up!* card, to prepare the next lesson using the *Getting Ready!* card, and to use the *Pictionary* card to learn more.

#### 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. Esta é a Jane. Ela é minha irmã. / amiga / professora
2. O skate é preto. / laranja / azul
3. Qual o significado de *children*? / *parents* / *student*

**QUESTIONS** | Ask the student the following questions. Encourage further conversation.

1. What's the meaning of "lawyer"?
2. How can I say *engenheiro* in English?

**LISTEN AND NUMBER** | Check the student's answers for this activity. **Answer key:** a. 2 / b. 4 / c. 6 / d. 3 / e. 1 / f. 5

**GAME ON - MIME** | Play the game with the student or select another student to play with him / her. The words are: *father* / *brother* / *student* / *teacher* / *skateboard*

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

#### Should you have extra time

Read the sentences and ask the student to substitute the words in bold for *We*, *They*, *She*, *He*, or *It*.

1. **Sally and Meg** are sisters.
2. **My teacher John** is from Brazil.
3. **My brother and I** are at home.
4. **Jessica** is my mother.
5. **My computer** is from the U.S.A.

# LESSONS' INSTRUCTIONS

## LESSON 15

### LEARNING OBJECTIVES

- Can say what people and things are not.
- Can name some members of a family.
- Can describe someone's personality and physical appearance using a few adjectives.
- Can ask questions with *How many* and *Who*.
- Can use the verb *to be* in the contracted form.

### GRAMMAR

- verb *to be* in the negative form;
- contracted form of the verb *to be*;
- pronoun *who*.

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

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

**ASSESSMENT |** The student is asked questions in order to review the content of the previous lessons.  
**Audio script:** How do you say *dele* in English? / How do you say *dela* in English? / Do you have a brother or a sister?

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

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

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

#### Interactive Task

#### Pronunciation Practice

The student reproduces the following words separately in order to reinforce the pronunciation:  
*grandfather* / *grandmother* / *aunt* / *cousin* / *tall*

#### Interactive Task

#### Match the Sentences

In this activity, the student matches the sentences in the left-hand column to the sentences in the right-hand column to make them complete. After

that, he / she listens to the audio and says the sentences out loud. **Answer key:** Karl and Bryan are my cousins. - They live with my uncle and aunt. / She is Carol. - She is my grandmother. / He is Philip. - He is my grandfather. / I have a big family. - I have two grandfathers, two grandmothers, and eight cousins.

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

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

### WRITE SENTENCES IN ENGLISH (WORKBOOK) |

The student is guided to the Workbook to do the first sentence of the activity orally.

#### Interactive Task

#### Grammar Check - English version

The student listens to questions or comments in English and answers them in English: *How many cousins do you have? / Who are you?*

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

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

**DID YOU KNOW? |** The student listens to the content of the section in the Student's Book and reproduces it. Then, he / she accesses the *Did You Know?* card on Wiz.me to watch the video and do the following activity: Choose the correct negative form. **Answer key:** She is a chef. *She isn't a chef.*

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

**HOMEWORK INSTRUCTIONS |** The student listens to the Homework instructions for the Workbook activities. These instructions are in Portuguese. Besides that, he / she is advised to do the Homework right after class and access Wiz.me to practice the sentences of *Oral Practice* on the *Speak Up!* card.

## TEACHER SUPPORT - 5'

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

### DRILLING PRACTICE

1. Meu avô não é do Brasil. / do Japão / dos E.U.A.
2. Quantos primos você tem? / irmãos / livros
3. A história nesse livro não é longa. / curta / boa

**QUESTIONS |** Ask the student the following questions. Encourage further conversation.

1. How many brothers and sisters do you have?
2. Who is she? (point at someone in the classroom)

**PICTIONARY |** Check the sentences the student wrote about two of the *Pictionary* images from Wiz.me.

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

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

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

#### Should you have extra time

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

1. She is a lawyer.
2. They are my cousins.
3. He is tall.
4. I am shy.
5. We are from Brazil.

## LESSON 16

### REITERATIVE LEARNING OBJECTIVES

- Can name some members of a family.
- Can describe someone's personality and physical appearance using a few adjectives.
- Can say what people and things are and are not.

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

#### Interactive Task Content Review

The student listens to words or sentences to review what he / she learned in the previous lesson.

He / she reproduces these sentences out loud: *This book is not new. / My grandfather is tall. / Josh is my cousin. / My parents are young.*

**LISTEN AND TELL THE STORY |** The student is guided to look at the image and describe it using everything he / she has learned so far. Then, he / she listens to the audio and checks his / her guessing. After that, the student listens to the story for the second time and writes the main idea of the text to retell it to the teacher during the Teacher Support.

#### Interactive Task Listen and Drag to Put in Order

The student clicks on the audio button, listens to a dialogue or a story, and puts the sentences in the order he / she hears. **Audio script:** *I am in the U.S.A. with my uncle. He is a salesperson. He is tall. He is outgoing. I love my uncle.*

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

#### Interactive Task Text Page Scrambled

The student listens to a paragraph and drags the words to complete the text. **Audio script:** *My parents are ..., but they live in .... My mother is a ... . She is ... and outgoing. My ... is a lawyer. He is shy. I have one ... and two ... . I love my family!* **Answer key:** Japanese, Brazil, salesperson, young, father, sister, brothers

**READ AND MATCH |** The student is guided to look at the image in the Student's Book and to say out loud the words or sentences related to it. Then, he / she matches the two columns to make full sentences. After that, the student completes the given sentences using his / her own words and shows them to the teacher during Teacher Support.

# LESSONS' INSTRUCTIONS

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

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

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

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

**HOMEWORK INSTRUCTIONS |** The student is guided to do the Homework on Wiz.me. Still on Wiz.me, he / she is advised to do the *Pronunciation Practice* on the *Speak Up!* card, to prepare the next lesson using the *Getting Ready!* card, and to use the *Pictionary* card to learn more.

## TEACHER SUPPORT - 5'

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

### DRILLING PRACTICE

1. Quem é ele? / ela / você
2. Ela é alta e extrovertida / Ele / Eu
3. Meus primos não estão na escola. / irmãos / irmãs

**QUESTIONS |** Ask the student the following questions. Encourage further conversation.

1. Is your father tall?
2. Who is your grandmother?

**LISTEN AND TELL THE STORY |** Check if the student retold the story accordingly. **Audio script:** David and Catherine are cousins. They live in Brazil. They study in the morning, and in the afternoon, they read books and write messages to friends. Catherine is tall and outgoing. Her parents are lawyers. David isn't an outgoing boy, but he is a good student. His father is an engineer, and his mother is a teacher. They have a beautiful family!

**READ AND MATCH |** Check the student's answers for this activity. **Answer key:** f / e / g / h / d / b / c / a. Also check the student's sentences of letters B / E / F in their notebook.

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

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

### Should you have extra time

Ask the student to complete the following sentences with *his* or *her*:

1. That is my sister. ... name is Sally.
2. This is my father. ... name is Peter.
3. That is my mother. ... name is Julie.
4. This is my uncle. ... name is Paul.
5. That is my grandmother. ... name is Ann.

## LESSON 17

### LEARNING OBJECTIVES

- Can ask questions about what things and people are.
- Can ask someone's age and say how old they are.
- Can say the months of the year.
- Can say in which month their birthday is and ask someone about their birthday.
- Can use questions to interact at a party.

### GRAMMAR

- verb *to be* in the interrogative form;
- review of preposition *in*;
- preposition *on*;
- question word *when*.

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

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

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

**Audio script:** How many cousins do you have? / Who is your teacher at Wizard? / Do you live with your brothers and sisters?

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

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

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

### Interactive Task Pronunciation Practice

The student reproduces the following words separately in order to reinforce the pronunciation:  
**January / February / April / December / birthday**

### Interactive Task Listen and Match

The student reads and listens to four words or sentences and matches them to the corresponding image. **Audio script:** My birthday is in January. / My birthday is not in November. / I like to eat cupcakes on my birthday. / I like December.

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

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

### WRITE SENTENCES IN ENGLISH (WORKBOOK)

The student is guided to the Workbook to do the first sentence of the activity orally.

### Interactive Task Grammar Check - English version

The student listens to questions or comments in English and answers them in English: **How old are you? / When is your birthday?**

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

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

**DID YOU KNOW?** | The student listens to the content of the section in the Student's Book and reproduces it. Then, he / she accesses the *Did You Know?* card on Wiz.me to watch the video and do the following activity: Choose the correct answer. **Answer key:** How are things? **Pretty good.**

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

**HOMEWORK INSTRUCTIONS** | The student listens to the Homework instructions for the Workbook activities. These instructions are in Portuguese. Besides that, he / she is advised to do the Homework right after class and access Wiz.me to practice the sentences of *Oral Practice* on the *Speak Up!* card.

### TEACHER SUPPORT - 5'

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

### DRILLING PRACTICE

1. Você é do Japão? / Brasil / Estados Unidos
2. Sua avó é alta? / baixa / extrovertida
3. Eles estão no seu apartamento? / dele / dela

**QUESTIONS** | Ask the student the following questions. Encourage further conversation.

1. Where are you?
2. When is your birthday?

**PICTIONARY** | Check the sentences the student wrote about two of the *Pictionary* images from Wiz.me.

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

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

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

### Should you have extra time

Read the sentences and ask students to change them into interrogative.

1. His birthday is in June.
2. She is at school.
3. They are my friends.
4. We are shy.
5. You are at home.

# LESSONS' INSTRUCTIONS

## LESSON 18

### REITERATIVE LEARNING OBJECTIVES

- Can ask questions about what things and people are.
- Can say ordinal numbers up to 20.
- Can ask and answer questions about the month of their birthdays.
- Can say the months of the year.
- Can ask someone's age and say how old they are.
- Can use the contracted form of the verb *to be*.

**HOMEWORK HAND IN REMINDER |** The student is

#### Interactive Task

##### Content Review

The student listens to words or sentences to review what he / she learned in the previous lesson.

He / she reproduces these sentences out loud: **His birthday is in July. / I am 12 years old. / When is your birthday? / Am I a good student?**

reminded to hand in the Homework to the teacher.

**LISSEN AND COMPLETE |** The student listens to the audio passage three times. The first time, he / she just listens. The second time, he / she completes the questions in his / her book. The third time, he / she checks the answers while listening to the audio. Teacher checks the answers during Teacher Support.

#### Interactive Task

##### Maze

The student sees four sentences out of order and drags the words or sentences to the correct order. After checking the answers, he / she listens to the sentences and reproduces them out loud.

**Audio script:** *Is your birthday in August? / Is Alex a lawyer? / Is your backpack orange? / How old are you?*

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

**FLUENCY |** In this activity, the student listens to the audio three times. Then, he / she listens to an explanation of what he / she has to change specifically.

#### Interactive Task

##### Put in Order

The student puts the words in order to make sentences. **Audio script:** *Are they your friends? / Are you in her apartment? / His birthday is in June. / My birthday is not in March.*

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

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

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

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

**HOMEWORK INSTRUCTIONS |** The student is guided to do the Homework on Wiz.me. Still on Wiz.me, he / she is advised to do the *Pronunciation Practice* on the *Speak Up!* card, to prepare the next lesson using the *Getting Ready!* card, and to use the *Pictionary* card to learn more.

#### TEACHER SUPPORT - 5'

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

#### DRILLING PRACTICE

1. Onde você está? / ele / ela
2. Seu aniversário é em agosto? / setembro / outubro
3. Eu tenho 20 anos. / 16 / 15

**QUESTIONS |** Ask the student the following questions. Encourage further conversation.

1. What is this? (point at something)
2. Is your mother a lawyer?

**LISSEN AND COMPLETE |** Check the student's answers for this activity. **Answer key:** a. *your birthday* / b. *in August* / c. *are you* / d. *in June* / e. *your father* / f. *When do you*

**GAME ON - RUNNING DICTATION** | Check the student's paragraph and if he / she was able to write the missing information. **Audio script:** What's up? My ... is João and I ... 12 years old. I live in Brazil ... my two brothers, my mother, and my father. I speak Portuguese and English. **Answer key:** name / am / with

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

#### Should you have extra time

Read the sentences and ask the student to say the sentences replacing any word.

1. Is he an engineer?
2. Is your birthday in May?
3. Are they at school?
4. What's his name?
5. How old are you?

## REVIEW 3

**PINPOINT** | The student observes the images and says what he / she sees. Then, he / she listens to the audio and reproduces all the sentences. In case the student has any questions, he / she takes notes to talk to the teacher during the Teacher Support.

#### Interactive Task

##### Pinpoint – Follow-up

The student listens to some sentences from the *Pinpoint*, rewrites them substituting the words in bold for other words learned in the previous lessons, and shows them to the teacher during the Teacher Support.

**CONVERSATION PRACTICE** | The student listens to some questions, says them out loud, answers them in a notebook, and shows them to the teacher during the Teacher Support.

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

## SELF-ASSESSMENT – STUDENT'S BOOK

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

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

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

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

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

**LET'S CHECK** | The student is guided to do the *Let's Check* card tasks on Wiz.me.

**HOW AM I DOING?** | The student is guided to do the *Self-assessment* on the *How Am I Doing?* card on Wiz.me.

**HOMEWORK INSTRUCTIONS** | The student listens to the Homework instructions for the Workbook activities. The instructions are in Portuguese.

**GETTING READY!** | The student is advised to prepare the next lesson using the *Getting Ready!* card on Wiz.me.

**WIZ.BATTLE** | The student is reminded to play the *Wiz.battle* games on Wiz.me.

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

## TEACHER SUPPORT - 5'

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

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

1. When is your birthday?
2. How old are you?
3. Is your English teacher tall or short?

# LESSONS' INSTRUCTIONS

## INTERACTIVE TASK - PINPOINT - FOLLOW-UP |

Check the student's answers to the following sentences: Yes, he is. He is an engineer ... Oh, this is my dog. His name is Spot. They are in her apartment. My uncle, my aunt, and my cousins are there, too.

**CONVERSATION PRACTICE |** Check the student's answers to the following questions: Do you have any brothers? / Do you have any sisters? / Is your father from Brazil? / How do you say *tímido* in English? / What's the meaning of "outgoing"? / How old is your grandmother? / How many cousins do you have? / Who is your history teacher?

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

**LET'S GET AROUND |** Have the student present his / her dialogue to you or to role-play with another classmate.

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

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

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

### Should you have extra time

Ask the student to reproduce and complete the following sentences:

1. My grandfather is ... (physical appearance)
2. My mother is ... (age)
3. My father is ... (personality)
4. I am ... (age)
5. My birthday is ...

## LESSON 19

### LEARNING OBJECTIVES

- Can name a few means of transportation.
- Can ask someone's address and say theirs.
- Can name some places in the city.
- Can say how they and others get to places.
- Can ask how others get to places.
- Can say where they go at different periods of the day.

### GRAMMAR

- verb *to go* followed by the preposition *to + article the;*
- question word *how.*

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

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

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

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

### Interactive Task Pronunciation Practice

The student reproduces the following words separately in order to reinforce the pronunciation:  
*square / home / gym / station / train*

### Interactive Task Lead in Text

The student listens to some incomplete sentences and clicks on the words on the screen to complete them. **Audio script:** I go to ... and to the .... / We go to the ... in the .... / They ... the ... to the supermarket. **Answer key:** school, park / gym, evening / take, subway

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

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

**WRITE SENTENCES IN ENGLISH (WORKBOOK)**

The student is guided to the Workbook to do the first sentence of the activity orally.

**Interactive Task**

**Grammar Check - English version**

The student listens to questions or comments in English and answers them in English: **How do you go to school? / Do you go to the park with your family?**

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

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

**DID YOU KNOW?** | The student listens to the content of the section in the Student's Book and reproduces it. Then, he / she accesses the *Did You Know?* card on Wiz.me to watch the video and do the following activity: Choose the correct answer. **Answer key:** What's your address? **I live on 34 Main Street.**

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

**HOMEWORK INSTRUCTIONS** | The student listens to the Homework instructions for the Workbook activities. These instructions are in Portuguese. Besides that, he / she is advised to do the Homework right after class and access Wiz.me to practice the sentences of *Oral Practice* on the *Speak Up!* card.

**TEACHER SUPPORT - 5'**

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

**DRILLING PRACTICE**

1. Eu pego o ônibus para ir à escola. / táxi / metrô
2. Eu levo meus livros comigo. / mochila / skate
3. Como você vai à escola? / parque / cinema

**QUESTIONS** | Ask the student the following questions. Encourage further conversation.

1. Do you go to the supermarket with your parents?
2. How do you go home from school?

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

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

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

**Should you have extra time**

Ask students to give examples of:

1. means of transportation
2. places they go on foot
3. places they like to go
4. places they don't go by bus
5. things they take to school

**LESSON 20**

**REITERATIVE LEARNING OBJECTIVES**

- Can name a few means of transportation.
- Can ask someone's address and say theirs.
- Can name some places in the city.
- Can say how they and others get to places.
- Can ask how others get to places.
- Can say where they go at different periods of the day.

# LESSON'S INSTRUCTIONS

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

## Interactive Task Content Review

The student listens to words or sentences to review what he / she learned in the previous lesson. He / She reproduces these sentences out loud: **I take the subway to go to school. / We go home by car. / They don't take the bus to go to the park. / I go to the gym on foot.**

**LISTEN AND PUT IN ORDER |** The student is guided to look at the image in the Student's Book and to say out loud the words that come to mind. Then, he / she listens to the dialogue three times. The first time, he / she just listens. The second time, he / she writes the number to put the dialogue in the correct order. The third time, he / she checks the answers while listening to the audio. Teacher checks the answers during Teacher Support.

## Interactive Task Choose the Correct Answer - Follow-up

The student listens to some questions about the text he / she has just heard. Then he / she chooses the correct answer. **Audio script:** Where do Sue, Jane, and her father go? / When do they go to the movies? / How do they go to the movies?

**Answer key:** They go to the movies. / They go to the movies in the afternoon. / They go to the movies by car.

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

## Interactive Task Match

The student matches the sentences to the corresponding images. Then he / she listens to the sentences and reproduces them out loud. **Audio script:** I go to the park with my family. / I take the bus to school. / I take the children home in the afternoon. / I go to the movies by car.

**READ AND ANSWER |** The student is guided to look at the image in the Student's Book and describe what he / she sees, using the vocabulary he / she already knows. Then he / she reads the paragraph and checks if his / her description matches the text. After that, he / she answers the questions in his / her book.

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

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

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

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

**HOMEWORK INSTRUCTIONS |** The student is guided to do the Homework on Wiz.me. Still on Wiz.me, he / she is advised to do the *Pronunciation Practice* on the *Speak Up!* card, to prepare the next lesson using the *Getting Ready!* card, and to use the *Pictionary* card to learn more.

## TEACHER SUPPORT - 5'

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

## DRILLING PRACTICE

1. Você vai ao parque a pé? / cinema / praça
2. Eu vou à escola de carro. / Meus primos / Minhas irmãs
3. Eu levo as crianças à escola de carro. / ao parque / cinema

**QUESTIONS |** Ask the student the following questions. Encourage further conversation.

1. Where do you like to go with your friends?
2. Do your parents take you to school?

**LISTEN AND PUT IN ORDER |** Check the student's answers for this activity. **Answer key:** 4 / 2 / 3 / 5 / 7 / 6 / 8 / 10 / 1 / 9

**READ AND ANSWER |** Check the student's answers for this activity. **Answer key:** a. They live in a house on Pearl Street. / b. Nancy is 15, and Deborah is 17. / c. They go to school on foot. / d. They like to go to the park in the afternoon.

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

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

### Should you have extra time

Read the sentences and ask the student to say the sentences replacing any words.

1. I don't go to school by bus. I go to school on foot.
2. I don't take the bus to go to the supermarket. I take the subway.
3. I don't like to go to the movies in the afternoon.
4. I take my books in my backpack.
5. I want to go to the park with my friends.

## LESSON 21

### LEARNING OBJECTIVES

- Can tell the time in full and half hours.
- Can ask the time.
- Can say when something starts and finishes.
- Can say basic sentences about their and others' routines.

### GRAMMAR

- Simple Present tense in the affirmative form 3<sup>rd</sup> person singular;
- subject pronoun *it*;
- prepositions *at* and *by* to talk about time.

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

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

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

**Audio script:** How do you go to school? / When do you like to go to the movies? / Do you want to go to the park with me?

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

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

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

### Interactive Task

#### Pronunciation Practice

The student reproduces the following words separately in order to reinforce the pronunciation:  
**project / course / at ten o'clock / at five thirty / at noon**

### Interactive Task

#### Maze

The student sees four sentences out of order and drags the words or sentences to the correct order. After checking the answers, he / she listens to the sentences and reproduces them out loud.

**Audio script:** You want to take your video game console. / I don't go to the supermarket with my mother. / How do you go to school? / We take the subway at noon.

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

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

### WRITE SENTENCES IN ENGLISH (WORKBOOK) |

The student is guided to the Workbook to do the first sentence of the activity orally.

### Interactive Task

#### Grammar Check - Portuguese version

The student answers in English two questions that are asked in Portuguese: **A que horas sua amiga vai para escola? / A que horas sua aula começa?**

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

**GET REAL |** The student observes the images and says words or expressions related to three of them. Then, he / she listens to the audio and reproduces all the sentences. After that, he / she pauses the audio and reads all the sentences. As a wrap-up, the student chooses four sentences and substitutes some words for

# LESSON'S INSTRUCTIONS

other words using the vocabulary he / she has learned, and writes sentences in his / her notebook to show to the teacher during Teacher Support.

**DID YOU KNOW?** | The student listens to the content of the section in the Student's Book and reproduces it. Then, he / she accesses the *Did You Know?* card on Wiz.me to watch the video and do the following activity: Choose the correct question. **Answer key:** It's five o'clock. **What time is it?**

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

**HOMEWORK INSTRUCTIONS** | The student listens to the Homework instructions for the Workbook activities. These instructions are in Portuguese. Besides that, he / she is advised to do the Homework right after class and access Wiz.me to practice the sentences of *Oral Practice* on the *Speak Up!* card.

## TEACHER SUPPORT - 5'

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

### DRILLING PRACTICE

1. Minha aula começa às sete horas. / oito / onze
2. O projeto termina em dezembro. / março / abril
3. Eu quero estudar antes da aula. / comer / ler

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

1. Eu quero fazer um curso em fevereiro. E você?
2. Eu como às cinco e meia. E você?

**PICTIONARY** | Check the sentences the student wrote about two of the *Pictionary* images from Wiz.me.

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

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

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

## Should you have extra time

Ask the student to reproduce and complete the following sentences:

1. My grandmother lives ...
2. His engineer wants to start ...
3. My sister takes ...
4. My math test finishes ...
5. The English course ...

## LESSON 22

### REITERATIVE LEARNING OBJECTIVES

- Can tell the time in full and half hours.
- Can ask the time.
- Can say when something starts and finishes.
- Can say basic sentences about their and others' routines.

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

### Interactive Task

#### Content Review

The student listens to words or sentences to review what he / she learned in the previous lesson. He / she reproduces these sentences out loud: **He goes to Wizard at ten o'clock.** / **The class starts at noon.** / **I want to take a course in February.** / **I go to the gym before school.**

**LISTEN AND TELL THE STORY** | The student is guided to look at the image and describe it using everything he / she has learned so far. Then, he / she listens to the audio and checks his / her guessing. After that, the student listens to the story for the second time and writes the main idea of the text to retell it to the teacher during the Teacher Support.

### Interactive Task

#### Put in Order

The student puts the words in order to make sentences. **Audio script:** I start to study in the morning. / I have to finish this project in December. / I want to take a course this semester. / My class starts at seven o'clock.

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

### Interactive Task

#### Text Dialogue Drag and Drop

The student reads an incomplete text and drags the words from the box to complete it.

**Audio script:** Joseph, do you have to ... the ... this afternoon? / Yes, Tricia. And in the ..., I have to start my project. / Me too. / Let's start ... seven ....

**Answer key:** finish, task / evening / at / o'clock

**READ, MATCH, AND ANSWER** | In this activity, the student is guided to read the questions in the Students' Book. Then he / she matches them to the corresponding answers. During Teacher Support, the teacher asks him / her some questions, and the student answers them using personal information.

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

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

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

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

**HOMEWORK INSTRUCTIONS** | The student is guided to do the Homework on Wiz.me. Still on Wiz.me, he / she is advised to do the *Pronunciation Practice* on the *Speak Up!* card, to prepare the next lesson using the *Getting Ready!* card, and to use the *Pictionary* card to learn more.

### 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. A aula começa às oito horas. / dez horas / onze horas
2. São onze horas. Eu quero comer. / onze e meia / meio-dia

3. Ele tem uma prova hoje. / Ela / Meu irmão

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

1. Minha irmã vai à escola às dez. E sua irmã?
2. Eu tenho aula de inglês às três horas. E seu irmão?

**LISSEN AND TELL THE STORY** | Check if the student retold the story accordingly. **Audio script:** Marta and Pedro live in Brazil. They have two children, Melissa and Lucas. Melissa is 10 years old and Lucas is 12. At seven in the morning, Pedro takes the children to school by car. Marta takes the subway to work. Pedro is a teacher and he starts the online classes at eight thirty and he finishes at noon. At noon, the children are at the house. After lunch, Lucas and Melissa write messages on their cell phones and read books they like until three o'clock. At three thirty, they start to study for the tests.

**READ, MATCH, AND ANSWER** | Check the student's answers for this activity. **Answer key:** h / g / f / e / d / b / a / c. After that, choose some of the questions and ask them to the student.

**GAME ON - SNOWMAN** | Check the word the student wrote in his / her notebook. The spelled word is: *midnight*

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

### Should you have extra time

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

1. I want to start my project in September. (He)
2. You need to finish your homework before noon. (She)
3. My father likes to eat bread and ham for breakfast. (My parents)
4. My tests start after 9 a.m. (My test)
5. Your course finishes in September. (Your courses)

# LESSON'S INSTRUCTIONS

## LESSON 23

### LEARNING OBJECTIVES

- Can name some parts of a house.
- Can describe their and others' daily routines and chores in a simple way.
- Can say what activities other people do and don't do.
- Can say the days of the week.

### GRAMMAR

- Simple Present tense in the negative form 3<sup>rd</sup> person;
- prepositions *in* and *on*;
- review word order.

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

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

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

**Audio script:** *What time is it? / What course do you want to take this semester? / What classes do you have in the morning?*

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

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

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

#### Interactive Task

#### Pronunciation Practice

The student reproduces the following words separately in order to reinforce the pronunciation:  
*bathroom / kitchen / backyard / small / judo*

#### Interactive Task

#### Listen and Choose

The student sees four images on the screen. Then he / she presses the button to listen to the audio and choose the corresponding images.

**Audio script:** *You study math in your bedroom. / I clean my backyard on weekends. / He practices judo at school. / She practices English in the U.S.A.*

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

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

#### WRITE SENTENCES IN ENGLISH (WORKBOOK) |

The student is guided to the Workbook to do the first sentence of the activity orally.

#### Interactive Task

#### Grammar Check - English version

The student listens to questions or comments in English and answers them in English: *Who is in the bedroom? / Do you go to the movies on weekends?*

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

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

**DID YOU KNOW? |** The student listens to the content of the section in the Student's Book and reproduces it. Then, he / she accesses the *Did You Know?* card on Wiz.me to watch the video and do the following activity: Choose the correct answer. **Answer key:** How do you say *quinta-feira* in English? *Thursday*.

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

**HOMEWORK INSTRUCTIONS** | The student listens to the Homework instructions for the Workbook activities. These instructions are in Portuguese. Besides that, he / she is advised to do the Homework right after class and access Wiz.me to practice the sentences of *Oral Practice* on the *Speak Up!* card.

## TEACHER SUPPORT – 5'

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

### DRILLING PRACTICE

1. Ela não limpa o banheiro todos os dias. / Ele / Meu pai
2. Ele não pratica esportes. / Ela / Meu irmão
3. Ele não quer ter um quarto grande. / pequeno / novo

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

1. Meu irmão não limpa o quarto dele. E seu irmão?
2. Minha irmã não estuda inglês. E sua irmã?

**PICTIONARY** | Check the sentences the student wrote about two of the *Pictionary* images from Wiz.me.

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

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

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

#### Should you have extra time

Ask the student to change the sentences into negative:

1. I clean the kitchen after lunch.
2. He practices judo on weekdays.
3. She has a big bedroom.
4. My bathroom is small.
5. The skateboards are in the backyard.

## LESSON 24

### REITERATIVE LEARNING OBJECTIVES

- Can name some parts of a house.
- Can describe their and others' daily routines and chores in a simple way.
- Can say what activities other people do and don't do.
- Can say the days of the week.
- Can say when something starts and finishes.

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

#### Interactive Task Content Review

The student listens to words or sentences to review what he / she learned in the previous lesson. He / she reproduces these sentences out loud: *I don't do my homework in the kitchen. / He cleans the bathroom. / I don't practice sports. / We go to the sports center on weekends.*

**LISTEN AND COMPLETE** | The student listens to the audio passage three times. The first time, he / she just listens. The second time, he / she completes the questions in his / her book. The third time, he / she checks the answers while listening to the audio. Teacher checks the answer during Teacher Support.

#### Interactive Task Listen and Match

The student reads and listens to four words or sentences and matches them to the corresponding images. **Audio script:** *She practices Japanese. / He cleans the house. / I study in the bedroom. / He doesn't practice sports.*

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

#### Interactive Task Match the Sentences

In this activity, the student matches the sentences in the left-hand column to the sentences in the right-hand column to make them complete. After that, he / she listens to the audio and says the sentences out loud. **Answer key:** *My sister doesn't practice sports on weekends. / I don't study Japanese at school. / My cousin doesn't have a big bedroom. / He doesn't do his homework in the evening.*

# LESSON'S INSTRUCTIONS

**FLUENCY** | In this activity, the student listens to the audio three times. Then, he / she listens to an explanation of what he / she has to change specifically.

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

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

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

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

**HOMEWORK INSTRUCTIONS** | The student is guided to do the Homework on Wiz.me. Still on Wiz.me, he / she is advised to do the *Pronunciation Practice* on the *Speak Up!* card, to prepare the next lesson using the *Getting Ready!* card, and to use the *Picture Dictionary* card to learn more.

## TEACHER SUPPORT - 5'

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

### DRILLING PRACTICE

1. Ela faz a lição de casa de manhã. / à tarde / à noite
2. Ele não quer ir ao cinema no domingo. / no sábado / na terça-feira
3. O novo curso começa ao meio-dia. / às onze horas / às nove horas

**QUESTIONS** | Ask the student the following questions. Encourage further conversation.

1. Where do you like to go on weekends?
2. Do you clean your bedroom?

**LISNEN AND COMPLETE** | Check the student's answers for this activity. **Answer key:** a. on weekends / b. He doesn't clean / c. My father doesn't like / d. on weekdays / e. on Sundays / f. My brother wants

**GAME ON - HOT POTATO** | Play the game with the student or select another student to play with him / her. These are open answers. **Audio script:**

1. Say five sports you can practice. / 2. Say five things your mother / father / sibling does on weekdays. / 3. Say five things your mother / father / sibling doesn't do on weekends. / 4. Say five things that are big.

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

### Should you have extra time

Ask the student to reproduce and complete the following sentences:

1. I clean ...
2. My kitchen is ...
3. I don't have English classes ...
4. My uncle doesn't ...
5. My mother ... every day.

## REVIEW 4

**PINPOINT** | The student observes the images and says what he / she sees. Then, he / she listens to the audio and reproduces all the sentences. In case the student has any questions, he / she takes notes to talk to the teacher during the Teacher Support.

### Interactive Task

#### Pinpoint - Follow-up

The student listens to some sentences from the *Pinpoint*, rewrites them substituting the words in bold for other words learned in the previous lessons, and shows to the teacher during the Teacher Support.

**CONVERSATION PRACTICE** | The student listens to some questions, says them out loud, answers them in a notebook, and shows them to the teacher during the Teacher Support.

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

## SELF-ASSESSMENT - STUDENT'S BOOK

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

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

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

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

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

**LET'S CHECK** | The student is guided to do the *Let's Check* card tasks on Wiz.me.

**HOW AM I DOING?** | The student is guided to do the *Self-assessment* on the *How Am I Doing?* card on Wiz.me.

**HOMEWORK INSTRUCTIONS** | The student listens to the Homework instructions for the Workbook activities. The instructions are in Portuguese.

**GETTING READY!** | The student is advised to prepare the next lesson using the *Getting Ready!* card on Wiz.me.

**WIZ.BATTLE** | The student is reminded to play the *Wiz.battle* games on Wiz.me.

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

## TEACHER SUPPORT - 5'

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

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

1. Where do you go after school?
2. What month are we in?
3. What day is today?

**INTERACTIVE TASK - PINPOINT - FOLLOW-UP** | Check the student's answers to the following sentences:  
*Bobby, do you want to go to the park with me? / Oh, it's time to go home. / I practice judo on weekends with my father, but he practices every day.*

**CONVERSATION PRACTICE** | Check the student's answers to the following questions: *Where do you like to go on weekends? / Do you take a bus to school? / What time do you go to school? / What course do you want to take? / What months do you have tests in school? / Do you clean your bedroom every day? / Is your bedroom big or small? / Do you practice any sports?*

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

**LET'S GET AROUND** | Have the student present his / her dialogue to you or to role-play with another classmate.

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

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

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

### Should you have extra time

Read the sentences with your student and ask him / her to change them according to the symbol.

1. You take the subway to go to school. (?)
2. She practices judo on weekends. (-)
3. They don't clean the kitchen after lunch. (+)
4. I take the subway to go to the supermarket. (-)
5. He doesn't go to the gym on Tuesdays. (+)
6. We have to finish this task before five-thirty. (?)

# LESSON'S INSTRUCTIONS

## LESSON 25

### LEARNING OBJECTIVES

- Can name a few sports, musical instruments, and games.
- Can say what they and other people play.
- Can say what they are good or bad at.
- Can ask what others do.
- Can use the verb *to have* to talk about different daily activities.

### GRAMMAR

- Simple Present tense 3<sup>rd</sup> person in the interrogative form;
- preposition *in* + article *the* for places.

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

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

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

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

#### Interactive Task Pronunciation Practice

The student reproduces the following words separately in order to reinforce the pronunciation: **guitar** / **keyboard** / **soccer** / **chess** / **RPG** (role-playing game)

#### Interactive Task Image Phrase Type

The student drags the words to complete the sentences. **Audio script:** ... plays the ... Charles ... the drums. / My ... plays ... every day. He doesn't ... soccer. **Answer key:** Adam, electric guitar, plays / father, basketball, play

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

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

### WRITE SENTENCES IN ENGLISH (WORKBOOK) |

The student is guided to the Workbook to do the first sentence of the activity orally.

#### Interactive Task Grammar Check - English version

The student listens to questions or comments in English and answers them in English: **Does Natalie live in Japan? / Does he play the drums?**

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

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

**DID YOU KNOW? |** The student listens to the content of the section in the Student's Book and reproduces it. Then, he / she accesses the *Did You Know?* card on Wiz.me to watch the video and do the following activity: Choose the correct answer. **Answer key:** How do you say *divertir-se* in English? **To have fun.**

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

**HOMEWORK INSTRUCTIONS |** The student listens to the Homework instructions for the Workbook activities. These instructions are in Portuguese. Besides that, he / she is advised to do the Homework right after class and access Wiz.me to practice the sentences of *Oral Practice* on the *Speak Up!* card.

## TEACHER SUPPORT - 5'

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

### DRILLING PRACTICE

1. Ela toca violão? / bateria / guitarra
2. Ele gosta de desenhar casas? / roupas / carros
3. Onde ele estuda? / trabalha / joga

**QUESTIONS |** Ask the student the following questions. Encourage further conversation.

1. Do your friends play the guitar?
2. Where does your teacher live?

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

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

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

### Should you have extra time

Read the sentences and ask the student to change them into interrogative:

1. Your brother plays soccer on Sunday mornings.
2. The designer likes to draw clothes.
3. My aunt lives in Brazil.
4. You are good at basketball.
5. They play basketball on weekends.

## LESSON 26

### REITERATIVE LEARNING OBJECTIVES

- Can name some sports, languages, games, and musical instruments.
- Can ask questions about other people.

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

### Interactive Task

#### Content Review

The student listens to words or sentences to review what he / she learned in the previous lesson. He / she reproduces these sentences out loud: **Where do you practice volleyball? / I play the piano. / I'm good at soccer. / She likes to draw cars.**

**LISTEN AND TELL THE STORY |** The student is guided to look at the image and describe it using everything he / she has learned so far. Then, he / she listens to the audio and checks his / her guessing. After that, the student listens to the story for the second time and writes the main idea of the text to retell it to the teacher during the Teacher Support.

### Interactive Task

#### Listen and Drag to Put in Order

The student clicks on the audio button, listens to a dialogue or a story, and puts the sentences in the order he / she hears. **Audio script:** Sarah and Bruce are friends. They really like to play. Sarah loves to play chess. Bruce loves to play RPG. They have a lot of fun together!

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

### Interactive Task

#### Text Page Scrambled

The student listens to a text and drags the words to complete it. **Audio script:** My ... are Jack and Anthony. They are 13 years old. They study at ... in the morning, but in the afternoon they play ... and games. Jack ... the piano and Anthony plays the .... They ... soccer and volleyball. It's fun! **Answer key:** cousins, school, sports, plays, guitar, practice

**READ, MATCH, AND ANSWER |** In this activity, the student is guided to read the questions in the Students' Book. Then he / she matches them to the corresponding answers. During Teacher Support, the teacher asks him / her some questions, and the student answers them using personal information.

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

# LESSON'S INSTRUCTIONS

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

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

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

**HOMEWORK INSTRUCTIONS |** The student is guided to do the Homework on Wiz.me. Still on Wiz.me, he / she is advised to do the *Pronunciation Practice* on the *Speak Up!* card, to prepare the next lesson using the *Getting Ready!* card, and to use the *Pictionary* card to learn more.

## TEACHER SUPPORT - 5'

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

### DRILLING PRACTICE

1. Ela quer ir ao parque? / academia / supermercado
2. Ela toca bateria? / violão / guitarra
3. O que ele toca? / come / bebe

**QUESTIONS |** Ask the student the following questions. Encourage further conversation.

1. What sports do you like to play?
2. Does your teacher speak Chinese?

**LISTEN AND TELL THE STORY |** Check if the student retold the story accordingly. **Audio script:** Samuel, Peter, and Lucca are cousins. They are 15 years old and study in the morning. They have a band. Samuel plays the drums, Peter plays the guitar, and Lucca plays the keyboard. On Tuesday afternoons, Samuel, Peter, and Lucca have lunch and practice until seven o'clock. They have a lot of fun together and they love music!

**READ, MATCH, AND ANSWER |** Check the student's answer to this activity. **Answer key:** c / e / f / h / d / a / g / b. After that, choose some of the questions and ask them to the student.

**GAME ON - MIME |** Play the game with the student or select another student to play with him / her. The words are: **guitar / piano / drums / volleyball / chess**

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

### Should you have extra time

Read the sentences and ask the student to say the sentences replacing any words.

1. What do you like to play?
2. Does Layla speak Portuguese?
3. I play the piano, but I don't play the guitar.
4. Are you good at math?
5. I am bad at history.

## LESSON 27

### LEARNING OBJECTIVES

- Can express ability and lack of ability.
- Can use a few personal pronouns as objects and complements.
- Can name some languages and objects.
- Can use language to say their likes and dislikes.

### GRAMMAR

- modal verb *can* in the affirmative and negative forms;
- preposition *for*;
- object pronouns *him* and *her*.

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

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

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

**Audio script:** Does your best friend play any musical instruments? / Does your brother or sister speak English? / What do you like to play?

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

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

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

#### Interactive Task Pronunciation Practice

The student reproduces the following words separately in order to reinforce the pronunciation:  
**kite / earphones / programming / today / tonight**

#### Interactive Task Match

The student matches the sentences to the corresponding images. Then, he / she listens to the sentences and reproduces them out loud.  
**Audio script:** She understands English. / He wants to fix your bike. / I have programming classes tonight. / Do you want to play the guitar today?

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

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

#### WRITE SENTENCES IN ENGLISH (WORKBOOK)

The student is guided to the Workbook to do the first sentence of the activity orally.

#### Interactive Task Grammar Check - English version

The student listens to questions or comments in English and answers them in English: **Do you fix your bike? / Do you understand this exercise?**

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

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

**DID YOU KNOW?** | The student listens to the content of the section in the Student's Book and reproduces it. Then, he / she accesses the *Did You Know?* card on Wiz.me to watch the video and do the following activity: Choose the correct answer. **Answer key:** I love school, but I can't stand math.

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

**HOMEWORK INSTRUCTIONS** | The student listens to the Homework instructions for the Workbook activities. These instructions are in Portuguese. Besides that, he / she is advised to do the Homework right after class and access Wiz.me to practice the sentences of *Oral Practice* on the *Speak Up!* card.

#### TEACHER SUPPORT - 5'

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

#### DRILLING PRACTICE

1. Eles não sabem consertar o carro. / bicicleta / computador
2. Não posso consertar os fones de ouvido hoje. / esta noite / este final de semana
3. Você a entende? / o entende / me entende

**QUESTIONS** | Ask the student the following questions. Encourage further conversation.

1. Can you speak German?
2. Do you understand Spanish?

**DICTIONARY** | Check the sentences the student wrote about two of the *Dictionary* images from Wiz.me.

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

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

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

# LESSON'S INSTRUCTIONS

## Should you have extra time

Ask the student to reproduce and complete the following sentences:

1. I can ...
2. I can't ...
3. I don't understand ...
4. I can ..., but I can't ...
5. Sorry, but I can't fix ...

## LESSON 28

### REITERATIVE LEARNING OBJECTIVES

- Can express ability and lack of ability.
- Can name some languages and objects.
- Can name some games, languages, and objects.

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

#### Interactive Task Content Review

The student listens to words or sentences to review what he / she learned in the previous lesson.

He / she reproduces these sentences out loud:

I understand your jokes. / He fixes cars. / I can't fix your tablet. / I can study with you.

**LISTEN AND NUMBER |** The student is guided to look at the images in the Student's Book and to say out loud a word that represents each one of them. Then he / she listens to the sentences three times. The first time, he / she just listens. The second time, he / she writes the number to the corresponding image in his / her book. The third time, he / she checks the answers while listening to the audio. Teacher checks the answer during Teacher Support.

#### Interactive Task Listen and Choose

The student sees four images on the screen. Then he / she presses the button to listen to the audio and chooses the corresponding images.

**Audio script:** She can play the piano. / They can play in the backyard. / We can speak Chinese. / He loves to play with kites.

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

#### Interactive Task

##### Lead in Text

The student listens to some incomplete sentences and clicks on the words on the screen to complete them. **Audio script:** They study ... at school. / I can ... this .... / I play ... with my .... **Answer key:** programming / fix, bike / boardgames, friends

**FLUENCY |** In this activity, the student listens to the audio three times. Then he / she listens to an explanation of what he / she has to change specifically.

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

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

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

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

**HOMEWORK INSTRUCTIONS |** The student is guided to do the Homework on Wiz.me. Still on Wiz.me, he / she is advised to do the *Pronunciation Practice* on the *Speak Up!* card, to prepare the next lesson using the *Getting Ready!* card, and to use the *Pictionary* card to learn more.

## TEACHER SUPPORT - 5'

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

#### DRILLING PRACTICE

1. Ela fala espanhol. Eu não consigo entendê-la. / inglês / chinês
2. Eles não podem ir ao cinema esta noite. / Ela / Ele
3. Eu concerto meus telefones celulares e tablets. / pipas e bicicletas / fones de ouvido e consoles de videogames

**QUESTIONS** | Ask the student the following questions. Encourage further conversation.

1. Do you want to speak German?
2. Do you have a bike?

**LISTEN AND NUMBER** | Check the student's answers for this activity. **Answer key:** a. 6 / b. 4 / c. 5 / d. 2 / e. 1 / f. 3

**GAME ON - HOT POTATO** | Play the game with the student or select another student to play with him / her. These are open answers. **Audio script:**

1. Say a language you can speak. / 2. Say two sports you can't play. / 3. Say something you can fix. / 4. Say something you can't do. / 5. Say an instrument you can play.

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

#### Should you have extra time

Ask the student to give examples of:

1. games
2. sports
3. languages
4. places we can go
5. things we can eat

## LESSON 29

#### LEARNING OBJECTIVES

- Can ask about one's abilities.
- Can ask for permission.
- Can make a few basic requests related to immediate personal needs.

#### GRAMMAR

- modal can in the interrogative form;
- prepositions to and in.

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

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

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

**Audio script:** I can speak Spanish. And you? / What do you want to eat tonight? / Do you understand when the teacher speaks in English?

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

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

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

#### Interactive Task

#### Pronunciation Practice

The student reproduces the following words separately in order to reinforce the pronunciation:  
drawing / karaoke / beautiful / really / famous

#### Interactive Task

#### Maze

The student sees four sentences out of order and drags the words or sentences to the correct order. After checking the answers, he / she listens to the sentences and reproduces them out loud.

**Audio script:** My friends want to sing karaoke. / Do you like this song? / His coloring book is beautiful. / This is a famous scene.

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

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

#### WRITE SENTENCES IN ENGLISH (WORKBOOK)

The student is guided to the Workbook to do the first sentence of the activity orally.

#### Interactive Task

#### Grammar Check - English version

The student listens to questions or comments in English and answers them in English: Can you help me with this exercise? / Can you speak English?

# LESSON'S INSTRUCTIONS

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

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

**DID YOU KNOW? |** The student listens to the content of the section in the Student's Book and reproduces it. Then, he / she accesses the *Did You Know?* card on Wiz.me to watch the video and do the following activity: Choose the correct question. **Answer key:** Sure, here you are. *Can I have some water?*

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

**HOMEWORK INSTRUCTIONS |** The student listens to the Homework instructions for the Workbook activities. These instructions are in Portuguese. Besides that, he / she is advised to do the Homework right after class and access Wiz.me to practice the sentences of *Oral Practice* on the *Speak Up!* card.

## TEACHER SUPPORT - 5'

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

### DRILLING PRACTICE

1. Você pode abrir a porta? / livro / livro de colorir
2. Ele não quer cantar uma música para mim. / para ela / para você
3. A cena é muito rápida. / bonita / famosa

**QUESTIONS |** Ask the student the following questions. Encourage further conversation.

1. Can you sing well?
2. Do you want to be famous?

**PICTIONARY |** Check the sentences the student wrote about two of the *Pictionary* images from Wiz.me.

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

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

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

### Should you have extra time

Read the sentences and ask the student to change them into interrogative:

1. You can draw well.
2. She can sing this song fast.
3. We can color this book.
4. He can sing well.
5. They can fix bikes.

## LESSON 30

### REITERATIVE LEARNING OBJECTIVES

- Can ask about one's abilities.
- Can ask for permission.
- Can make a few basic requests related to immediate personal needs.

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

### Interactive Task Content Review

The student listens to words or sentences to review what he / she learned in the previous lesson. He / she reproduces these sentences out loud: *Can we open the books? / He is really fast. / Can you sing in Chinese? / My cousins want to sing karaoke.*

**LISTEN AND COMPLETE |** The student listens to the audio passage three times. The first time, he / she just listens. The second time, he / she completes the questions in his / her book. The third time, he / she checks the answers while listening to the audio. Teacher checks the answers during Teacher Support.

### Interactive Task Put in Order

The student puts the words in order to make sentences. **Audio script:** Can you go to the park with me? / He likes to sing in the shower. / Can she color this drawing blue? / Can you help me with this game?

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

### Interactive Task Text Dialogue Drag and Drop

The student reads an incomplete text and drags the words from the box to complete it. **Audio script:** Amanda is ... Brazil, and she is 12 ... old. She ... speak Portuguese and ... very well. On ..., she likes to sing in English at a ... club. She can ... her English. She ... to study in the U.S.A. **Answer key:** from, years, can, English, weekends, karaoke, practice, wants

**READ AND ANSWER** | The student is guided to look at the image in the Student's Book and describe what he / she sees, using the vocabulary he / she already knows. Then he / she reads the paragraph and checks if his / her description matches the text. After that, he / she answers the questions in his / her book.

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

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

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

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

**HOMEWORK INSTRUCTIONS** | The student is guided to do the Homework on Wiz.me. Still on Wiz.me, he / she is advised to do the *Pronunciation Practice* on the *Speak Up!* card, to prepare the next lesson using the *Getting Ready!* card, and to use the *Pictionary* card to learn more.

### 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. Ele consegue falar espanhol bem? / português / chinês
2. Você pode abrir a porta, por favor? / janela / livro
3. Ela fala rápido. / canta bem / Você

**QUESTIONS** | Ask the student the following questions. Encourage further conversation.

1. What can you do well?
2. What can you do fast?

**LISSEN AND COMPLETE** | Check the student's answers for this activity. **Answer key:** a. in the shower / b. to be famous / c. What songs / d. draw and color / e. beautiful / f. speak fast

**READ AND ANSWER** | Check the student's answers for this activity. **Answer key:** a. She is from Japan. / b. She is 16 years old. / c. Yes, she can. / d. He plays the piano.

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

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

### Should you have extra time

Read the sentences and ask the student to say the sentences replacing any words.

1. I can't play soccer well.
2. Can we go to the movies tonight?
3. What can we eat for dinner?
4. Can you close the door, please?
5. That engineer draws fast.

# LESSON'S INSTRUCTIONS

## REVIEW 5

**PINPOINT** | The student observes the images and says what he / she sees. Then he / she listens to the audio and reproduces all the sentences. In case the student has any questions, he / she takes notes to talk to the teacher during the Teacher Support.

### Interactive Task

#### Pinpoint - Follow-up

The student listens to some sentences from the *Pinpoint*, rewrites them substituting the words in bold for other words learned in the previous lessons, and shows them to the teacher during the Teacher Support.

**CONVERSATION PRACTICE** | The student listens to some questions, says them out loud, answers them in a notebook, and shows them to the teacher during the Teacher Support.

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

### SELF-ASSESSMENT - STUDENT'S BOOK

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

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

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

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

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

**LET'S CHECK** | The student is guided to do the *Let's Check* card tasks on Wiz.me.

**HOW AM I DOING?** | The student is guided to do the *Self-assessment* on the *How Am I Doing?* card on Wiz.me.

**HOMEWORK INSTRUCTIONS** | The student listens to the Homework instructions for the Workbook activities. The instructions are in Portuguese.

**GETTING READY!** | The student is advised to prepare the next lesson using the *Getting Ready!* card on Wiz.me.

**WIZ.BATTLE** | The student is reminded to play the *Wiz.battle* games on Wiz.me.

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

### 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 understand when the teacher speaks fast?
2. What can you fix?
3. What games do you like to play?

### INTERACTIVE TASK - PINPOINT - FOLLOW-UP

Check the student's answers to the following sentences: *Where is your guitar? / This is a beautiful drawing, Sue. I love it! / Let's play basketball! Do you like this sport, Akio?*

**CONVERSATION PRACTICE** | Check the student's answers to the following questions: *Do you play the guitar? / What sports do you like to practice? / Where do you like to go with your friends? / What time do you go to school? / What does your best friend like to play? / Where do you have to go today? / Can you draw and color well? / Do you sing in the shower?*

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

**LET'S GET AROUND** | Have the student present his / her dialogue to you or to role-play with another classmate.

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

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

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

### Should you have extra time

Change the sentences according to the symbol:

1. The teacher speaks fast. (?)
2. I am good at sports. (-)
3. She can't fix this tablet for him. (+)
4. Does he speak German? (+)
5. They are beautiful. (?)

## LESSON 31

### LEARNING OBJECTIVES

- Can name some movie genres.
- Can state what they think about something using simple adjectives.
- Can ask someone's opinion about something.
- Can use *why* to ask the reasons for something.
- Can use *because* to provide explanations.
- Can ask others what their favorite kind of movie is and say theirs.

### GRAMMAR

- question word *why*;
- conjunction *because* at the beginning and in the middle of clauses;
- regular plural noun ending in *-ies*;
- review preposition *in*.

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

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

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

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

### Interactive Task Pronunciation Practice

The student reproduces the following words separately in order to reinforce the pronunciation: *scary / interesting / adventure / mystery / horror*

### Interactive Task

#### Lead in Text

The student listens to some incomplete sentences and clicks on the words on the screen to complete them. **Audio script:** I like to ..... movies. / I ... this book is .... / This ... is really .... **Answer key:** *watch, comedy / think, interesting / series, boring*

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

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

### WRITE SENTENCES IN ENGLISH (WORKBOOK)

The student is guided to the Workbook to do the first sentence of the activity orally.

### Interactive Task

#### Grammar Check - English version

The student listens to questions or comments in English and answers them in English: *Why do you want to watch this movie? / Why does he have to go to his house?*

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

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

**DID YOU KNOW?** | The student listens to the content of the section in the Student's Book and reproduces it. Then, he / she accesses the *Did You Know?* card on Wiz.me to watch the video and do the following activity: Choose the correct question. **Answer key:** It's adventure. *What's your favorite kind of movie?*

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

**HOMEWORK INSTRUCTIONS** | The student listens to the Homework instructions for the Workbook activities. These instructions are in Portuguese. Besides that, he / she is advised to do the Homework right after class and access Wiz.me to practice the sentences of *Oral Practice* on the *Speak Up!* card.

# LESSON'S INSTRUCTIONS

## TEACHER SUPPORT - 5'

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

### DRILLING PRACTICE

1. Por que você quer assistir a este filme? / jogo / série
2. Porque é engraçado. / interessante / assustador
3. Por que ele tem que ir para a casa dele? / ela – dela / você – sua

**QUESTIONS |** Ask the student the following questions. Encourage further conversation.

1. What's your favorite kind of movie?
2. Why do you like this kind of movie?

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

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

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

### Should you have extra time

Ask the student to reproduce and complete the following sentences:

1. I watch ...
2. Why do you ...?
3. Because ...
4. I like ... because ...
5. What do you ...?

## LESSON 32

### REITERATIVE LEARNING OBJECTIVES

- Can name some movie genres.
- Can state what they think about something using simple adjectives.
- Can ask someone's opinion about something.
- Can use *why* to ask the reasons for something.
- Can use *because* to provide explanations.

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

### Interactive Task Content Review

The student listens to words or sentences to review what he / she learned in the previous lesson. He / she reproduces these sentences out loud: *Why do you like comedy movies? / Because they are funny. / I like to watch sci-fi movies. / I think horror movies are boring.*

**LISTEN AND PUT IN ORDER |** The student is guided to look at the image in the Student's Book and to say out loud the words that come to mind. Then, he / she listens to the dialogue three times. The first time, he / she just listens. The second time, he / she writes the number to put the dialogue in the correct order. The third time, he / she checks the answers while listening to the audio. Teacher checks the answers during Teacher Support.

### Interactive Task Choose the Correct Answer - Follow-up

The student listens to some questions about the text he / she has just heard and chooses the correct answer on the screen. **Audio script:** *What kind of movies does Joe like? / Does Bob like sci-fi movies? / What does Clara like to watch after dinner?*

**Answer key:** *He likes sci-fi movies. / No, he doesn't. / She likes to watch TV series.*

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

### Interactive Task Match

The student matches the sentences to the corresponding images. Then, he / she listens to the sentences and reproduces them out loud.

**Audio script:** *I think she wants to watch a horror movie tonight. / I don't think they like comedy movies. / Why do you need to study today? / My brother likes to read adventure books.*

**READ AND ANSWER |** The student is guided to look at the image in the Student's Book and describe what he / she sees, using the vocabulary he / she already knows. Then he / she reads the paragraph and checks if his / her description matches the text. After that, he / she answers the questions in his / her book.

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

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

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

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

**HOMEWORK INSTRUCTIONS** | The student is guided to do the Homework on Wiz.me. Still on Wiz.me, he / she is advised to do the *Pronunciation Practice* on the *Speak Up!* card, to prepare the next lesson using the *Getting Ready!* card, and to use the *Pictionary* card to learn more.

### TEACHER SUPPORT - 5'

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

#### DRILLING PRACTICE

1. Você quer assistir a um filme de terror comigo? / comédia / ação
2. Por que você quer ir ao parque de manhã? / clube / academia
3. Porque eu tenho que estudar à tarde. / consertar minha bicicleta / fazer minha lição de casa

**QUESTIONS** | Ask the student the following questions. Encourage further conversation.

1. What do you want to watch?
2. What kind of series is interesting in your opinion?

**LISTEN AND PUT IN ORDER** | Check the student's answers for this activity. **Answer key:** 12 / 9 / 4 / 1 / 5 / 2 / 13 / 6 / 11 / 14 / 7 / 10 / 8 / 3

**READ AND ANSWER** | Check the student's answers for this activity. **Answer key:** a. He is 11 years old. / b. He lives with his grandmother, Irene. / c. He likes to watch horror movies. / d. She likes comedies.

**GAME ON - MIME** | Play the game with the student or select another student to play with him / her. The words are: *boring / funny / scary / comedy / action*

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

#### Should you have extra time

Read the sentences and ask the student to say them replacing any words.

1. I like horror movies.
2. Horror movies are scary.
3. Why do you like comedies?
4. Because they're funny.
5. I think this movie is very boring.

## LESSON 33

### LEARNING OBJECTIVES

- Can name some musical genres.
- Can say what they and others like to talk about and listen to.
- Can give opinions about kinds of music using simple adjectives.
- Can use some fixed expressions to say how much they like or dislike something.

### GRAMMAR

- verbs *like, want, love, have, start* followed by infinitive;
- prepositions *to, about*, and *on*.

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

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

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

**Audio script:** *What's your favorite kind of movie? / Why do you study English? / What kind of movie is boring in your opinion?*

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

# LESSON'S INSTRUCTIONS

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

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

## Interactive Task

### Pronunciation Practice

The student reproduces the following words separately in order to reinforce the pronunciation:  
stuff / electronic music / cool / annoying / rap

## Interactive Task

### Maze

The student sees four sentences out of order and drags the words or sentences to the correct order. After checking the answers, he / she listens to the sentences and reproduces them out loud.

**Audio script:** What kind of music do you listen to? / Where is your stuff? / I need to talk to your cousin. / Does she talk to her friends on the cell phone?

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

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

## WRITE SENTENCES IN ENGLISH (WORKBOOK)

The student is guided to the Workbook to do the first sentence of the activity orally.

## Interactive Task

### Grammar Check - English version

The student listens to questions or comments in English and answers them in English: What kind of music do they listen to? / What do you like to talk about?

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

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

**DID YOU KNOW?** | The student listens to the content of the section in the Student's Book and reproduces it. Then, he / she accesses the *Did You Know?* card on Wiz.me to watch the video and do the following activity: Choose the correct answer. **Answer key:** What's your favorite kind of music? I'm mad about rock.

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

**HOMEWORK INSTRUCTIONS** | The student listens to the Homework instructions for the Workbook activities. These instructions are in Portuguese. Besides that, he / she is advised to do the Homework right after class and access Wiz.me to practice the sentences of *Oral Practice* on the *Speak Up!* card.

## TEACHER SUPPORT - 5'

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

## DRILLING PRACTICE

1. Nós gostamos de conversar sobre aventuras. / jogos / postagens
2. Eu gosto de escutar música pop. / rock / eletrônica
3. Você pode começar a estudar em outubro. / agosto / abril

**QUESTIONS** | Ask the student the following questions. Encourage further conversation.

1. What's your favorite kind of music?
2. What do you like to talk about with your friends?

**PICTIONARY** | Check the sentences the student wrote about two of the *Pictionary* images from Wiz.me.

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

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

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

### Should you have extra time

Ask the student to make sentences using the following words:

1. electronic music
2. heavy metal
3. rap
4. hip hop
5. classical music

## LESSON 34

### REITERATIVE LEARNING OBJECTIVES

- Can name some musical genres.
- Can say what they and others like to talk about and listen to.
- Can give opinions about kinds of music using simple adjectives.

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

#### Interactive Task Content Review

The student listens to words or sentences to review what he / she learned in the previous lesson. He / she reproduces these sentences out loud: *Do you like to listen to hip hop? / I like to listen to classical music before my tests. / My sister likes to listen to electronic music. / Can I talk to you?*

**LISTEN AND COMPLETE |** The student listens to the audio passage three times. The first time, he / she just listens. The second time, he / she completes the questions in his / her book. The third time, he / she checks the answers while listening to the audio. Teacher checks the answers during Teacher Support.

#### Interactive Task Put in Order

The student puts the words in order to make sentences. **Audio script:** *What do you think about rock music? / What kind of music do your brothers listen to? / Who does she have to talk to? / What do you like to talk about?*

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

#### Interactive Task

##### Text Dialogue Drag and Drop

The student reads an incomplete text and drags the words from the box to complete it. **Audio script:** *Jack, are you ... rock ...? / Yes, I ... . What ... of music do you like? / I like heavy ... / And ... do you like to talk ...? **Answer key:** into, music / am, kind / metal / what, about*

**QUESTIONS |** The student observes the image and says what he / she thinks is happening. Then, he / she listens to the questions and says them out loud. After that, the student answers the questions in his / her notebook and shows them to the teacher during Teacher Support.

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

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

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

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

**HOMEWORK INSTRUCTIONS |** The student is guided to do the Homework on Wiz.me. Still on Wiz.me, he / she is advised to do the *Pronunciation Practice* on the *Speak Up!* card, to prepare the next lesson using the *Getting Ready!* card, and to use the *Dictionary* card to learn more.

## TEACHER SUPPORT - 5'

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

#### DRILLING PRACTICE

1. Ela gosta de escutar música de manhã? / à tarde / à noite

# LESSON'S INSTRUCTIONS

2. Sobre o que você quer falar? / ela / ele
3. O que você acha sobre música clássica? / rock / rap

**QUESTIONS** | Ask the student the following questions. Encourage further conversation.

1. What do you want to listen to?
2. When do you like to listen to electronic music?

**LISN AND COMPLETE** | Check the student's answers for this activity. **Answer key:** a. listen to hip hop / b. want to talk about / c. annoying / d. listen to classical music / e. kind of stuff do you have in your / f. your parents really into

**QUESTIONS** | Check students' open answers. Practice reading the questions with the student or select another student to do it with him / her.

**GAME ON - SNOWMAN** | Check the word the student wrote in his / her notebook. The word is: annoying

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

## Should you have extra time

Read the sentences and ask the student to say them replacing any words.

1. You love to listen to rock.
2. Electronic music is cool.
3. I'm into heavy metal.
4. He likes to talk about classical music.
5. I sometimes listen to rap.

## LESSON 35

### LEARNING OBJECTIVES

- Can say the things they and others prefer.
- Can name some fruits and desserts.
- Can say what foods and drinks they and others have for certain meals.
- Can offer someone foods and drinks.
- Can make and accept offers.

### GRAMMAR

- determiners *some* and *any*;
- regular plural nouns ending in *-ies*;
- prepositions *on*, *for*, and *to*.

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

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

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

**Audio script:** *What's your favorite kind of music? / What kind of music do you think is annoying? / What do you think about classical music?*

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

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

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

### Interactive Task Pronunciation Practice

The student reproduces the following words separately in order to reinforce the pronunciation: peanut butter / apple / strawberry / chocolate fudge topping / jelly beans

### Interactive Task Listen and Choose

The student sees four images on the screen. Then he / she presses the button to listen to the audio and chooses the corresponding images.

**Audio script:** *I want chocolate fudge topping on my cake, please. / Do you want to try the strawberry cake? / I want to try the chicken pie. / Do you like peanut butter on your bread?*

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

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

### WRITE SENTENCES IN ENGLISH (WORKBOOK)

The student is guided to the Workbook to do the first sentence of the activity orally.

### Interactive Task

#### Grammar Check - English version

The student listens to questions or comments in English and answers them in English: **Do you want chocolate fudge topping on your cake? / Do you want some pie?**

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

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

**DID YOU KNOW? |** The student listens to the content of the section in the Student's Book and reproduces it. Then, he / she accesses the *Did You Know?* card on Wiz.me to watch the video and do the following activity: Choose the correct question. **Answer key:** No, thanks. I'm full. **Would you like some cake?**

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

**HOMEWORK INSTRUCTIONS |** The student listens to the Homework instructions for the Workbook activities. These instructions are in Portuguese. Besides that, he / she is advised to do the Homework right after class and access Wiz.me to practice the sentences of *Oral Practice* on the *Speak Up!* card.

### TEACHER SUPPORT - 5'

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

#### DRILLING PRACTICE

1. Eu amo experimentar bolos. / tortas / sorvetes
2. Eu quero um pouco de frango no almoço. / carne vermelha / salada
3. Você tem alguns morangos? / bananas / maçãs

**QUESTIONS |** Ask the student the following questions. Encourage further conversation.

1. What do you like to have for dessert?

2. Do you like to try new food?

**PICTIONARY |** Check the sentences the student wrote about two of the *Pictionary* images from Wiz.me.

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

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

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

#### Should you have extra time

Ask the student to complete the following sentences with *some* or *any*:

1. Would you like ... water?
2. I want ... chocolate fudge topping on my ice cream.
3. I don't have ... jelly beans.
4. We don't practice ... sports.
5. I want ... rice and vegetables, please.

## LESSON 36

### REITERATIVE LEARNING OBJECTIVES

- Can say the things they and others prefer.
- Can name some fruits and desserts.
- Can say what foods and drinks they and others have for certain meals.
- Can offer someone foods and drinks.
- Can accept and make offers.
- Can say some musical genres.

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

#### Interactive Task Content Review

The student listens to words or sentences to review what he / she learned in the previous lesson.

He / she reproduces these sentences out loud:

**Do you want some jelly beans? / I don't have any apples here. / She wants to have some chocolate fudge topping on her ice cream. / I want to have strawberry pie for dessert.**

# LESSON'S INSTRUCTIONS

**LISTEN AND NUMBER |** The student is guided to look at the images in the Student's Book and to say out loud a word that represents each one of them. Then, he / she listens to the sentences three times. The first time, he / she just listens. The second time, he / she writes the number to the corresponding image in his / her book. The third time, he / she checks the answers while listening to the audio. Teacher checks the answer during Teacher Support.

## Interactive Task

### Listen and Number - Follow-up

The student listens to some letters and looks at the corresponding image in the *Listen and Number* activity. Then, he / she writes a sentence about this image in his / her notebook.

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

## Interactive Task

### Listen and Choose

The student sees four images on the screen. Then he / she presses the button to listen to the audio, and chooses the corresponding images. **Audio script:** ice cream / cake / hot chocolate / apple pie

**FLUENCY |** In this activity, the student listens to the audio three times. Then, he / she listens to an explanation of what he / she has to change specifically.

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

**GAME ON - DICTIONARY |** In this game, the student listens to some words and has to draw them in a notebook in 60 seconds. During Teacher Support, the teacher decides if he / she or another student is going to guess what the student drew.

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

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

**HOMEWORK INSTRUCTIONS |** The student is guided to do the Homework on Wiz.me. Still on Wiz.me, he / she is advised to do the *Pronunciation Practice* on the *Speak Up!* card, to prepare the next lesson using the *Getting Ready!* card, and to use the *Dictionary* card to learn more.

## TEACHER SUPPORT - 5'

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

## DRILLING PRACTICE

1. Você prefere provar um pouco de torta? / bolo / sorvete
2. Nós não temos nenhuma maçã em casa. / banana / morango
3. Você tem alguma pergunta? / resposta / mensagem

**QUESTIONS |** Ask the student the following questions. Encourage further conversation.

1. What do you like to have for dessert?
2. Do you prefer ice cream to strawberry pie for dessert?

**LISTEN AND NUMBER |** Check the student's answers for this activity. **Answer key:** a. 5 / b. 4 / c. 6 / d. 2 / e. 1 / f. 3

## INTERACTIVE TASK - LISTEN AND NUMBER - FOLLOW-UP |

**FOLLOW-UP |** Check the student's sentences for the images of letters B / D / F in the Student's Book.

**GAME ON - DICTIONARY |** Play the game with the student or select another student to play with him / her. **Audio script:** jelly beans / strawberry / cake / pie / ice cream

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

## Should you have extra time

Read the questions and ask the student to answer them.

1. What do you want to try?
2. Do you prefer hot or cold milk?
3. What's your favorite pie?
4. What's your favorite cake?
5. What do you like to have for lunch?

## REVIEW 6

**PINPOINT** | The student observes the images and says what he / she sees. Then, he / she listens to the audio and reproduces all the sentences. In case the student has any questions, he / she takes notes to talk to the teacher during the Teacher Support.

### Interactive Task

#### Pinpoint - Follow-up

The student listens to some sentences from the *Pinpoint*, rewrites them substituting the words in bold for other words learned in the previous lessons, and shows to the teacher during the Teacher Support.

**CONVERSATION PRACTICE** | The student listens to some questions, says them out loud, answers them in a notebook, and shows to the teacher during the Teacher Support.

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

### SELF-ASSESSMENT - STUDENT'S BOOK

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

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

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

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

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

**LET'S CHECK** | The student is guided to do the *Let's Check* card tasks on Wiz.me.

**HOW AM I DOING?** | The student is guided to do the *Self-assessment* on the *How Am I Doing?* card on Wiz.me.

**HOMEWORK INSTRUCTIONS** | The student listens to the Homework instructions for the Workbook activities. The instructions are in Portuguese.

**GETTING READY!** | The student is advised to prepare the next lesson using the *Getting Ready!* card on Wiz.me.

**WIZ.BATTLE** | The student is reminded to play the *Wiz.battle* games on Wiz.me.

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

### 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 comedy annoying in your opinion?
2. What do you think about rap music?
3. What's your favorite ice cream flavor?

### INTERACTIVE TASK - PINPOINT - FOLLOW-UP

Check the student's answers to the following sentences: *Dad, can we watch an action movie? / Oh, but it's boring / Thanks, Little Wiz, I have some jelly beans here.*

**CONVERSATION PRACTICE** | Check the student's answers to the following questions: *What's your favorite kind of movie? / What do you think about sci-fi movies? / What's your favorite kind of music? / Do you prefer to talk about music or movies? / Do you prefer hot or cold chocolate? / What's your favorite dessert? / Would you like to try German food? / Do you have any brothers or sisters?*

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

**LET'S GET AROUND** | Have the student present his / her dialogue to you or to role-play with another classmate.

# LESSON'S INSTRUCTIONS

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

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

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

## Should you have extra time

Ask the student to reproduce and complete the following sentences:

1. My favorite kind of movie is ...
2. My favorite song is ...
3. I love to have ... for dessert.
4. I don't have any ...
5. Would you like some ...?

## LESSON 37

### LEARNING OBJECTIVES

- Can describe their and others' habits and routines.
- Can express some actions according to some weather conditions.
- Can say what the weather is like using basic phrases.
- Can name a few everyday objects and pieces of clothing.

### GRAMMAR

- adverbs of frequency with Simple Present tense and verb *to be*;
- relative pronoun *when*;
- review prepositions *at*, *to*, and, *on*.

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

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

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

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

### Interactive Task Pronunciation Practice

The student reproduces the following words separately in order to reinforce the pronunciation:  
*raincoat* / *swim trunks* / *usually* / *always* / *hardly ever*

### Interactive Task Listen and Match

The student reads and listens to four words or sentences and matches them to the corresponding images. **Audio script:** *I usually play outdoors with my friends.* / *Do you need a raincoat?* / *Can I get the umbrella?* / *He always takes a bus to go to school.*

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

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

### WRITE SENTENCES IN ENGLISH (WORKBOOK) |

The student is guided to the Workbook to do the first sentence of the activity orally.

### Interactive Task Grammar Check - English version

The student listens to questions or comments in English and answers them in English: *Do you always take an umbrella with you when you go out?* / *Where do you like to go when it's hot?*

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

**GET REAL |** The student observes the images and says words or expressions related to three of them. Then, he / she listens to the audio and reproduces all the sentences. After that, he / she pauses the audio and reads all the sentences. As a wrap-up, the student

chooses four sentences, substitutes some words for other words using the vocabulary he / she has learned, and writes sentences in his / her notebook to show to the teacher during Teacher Support.

**DID YOU KNOW?** The student listens to the content of the section in the Student's Book and reproduces it. Then, he / she accesses the *Did You Know?* card on Wiz.me to watch the video and do the following activity: Choose the correct question. **Answer key:** It's cloudy today. **What's the weather like today?**

**LEARNING OBJECTIVE CHECKING** The student checks the content he / she learned in this lesson on the Spread Page.

**HOMEWORK INSTRUCTIONS** The student listens to the Homework instructions for the Workbook activities. These instructions are in Portuguese. Besides that, he / she is advised to do the Homework right after class and access Wiz.me to practice the sentences of *Oral Practice* on the *Speak Up!* card.

## TEACHER SUPPORT - 5'

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

### DRILLING PRACTICE

1. Ela se veste rápido para ir à escola. / ao cinema / ao parque
2. Eu levo um guarda-chuva comigo quando eu saio. / capa de chuva / mochila
3. Ela gosta de ler quando está em casa. / estudar / assistir a um filme

**QUESTIONS** Ask the student the following questions. Encourage further conversation.

1. What do you like to drink when it's cold?
2. What do you like to do when it's hot?

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

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

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

### Should you have extra time

Ask the student to reproduce and complete the following sentences:

1. When it's hot, I ...
2. When it's cold, I ...
3. I always take a ... with me when I go out.
4. I never ...
5. My friend hardly ever ...

## LESSON 38

### REITERATIVE LEARNING OBJECTIVES

- Can describe their and others' habits and routines.
- Can express some actions according to some weather conditions.
- Can understand basic phrases about the weather.
- Can name a few everyday objects and pieces of clothing.
- Can say the days of the week.

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

### Interactive Task Content Review

The student listens to words or sentences to review what he / she learned in the previous lesson. He / she reproduces these sentences out loud:  
*What's the weather like today? / I never go to school on weekends. / I need to get dressed to go to school. / Can you get the umbrella from the backyard, please?*

**LISTEN AND TELL THE STORY** The student is guided to look at the image and describe it using the words he / she has learned so far. Then, he / she listens to the audio and checks his / her guessing. After that, the student listens to the story for the second time and writes the main idea of the text to retell it to the teacher during the Teacher Support.

# LESSON'S INSTRUCTIONS

## Interactive Task

### Listen and Drag to Put in Order

The student clicks on the audio button, listens to a dialogue or a story, and puts the sentences in the order he / she hears. **Audio script:** Hello! My name is Nancy. I'm twelve years old. I am from New York. My father and I always go out on weekends when the weather is good. We love to go to the park to play soccer outdoors. Sunny weekends are never boring!

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

## Interactive Task

### Text Page Scrambled

The student listens to a paragraph and drags the words to complete it. **Audio script:** Sandra loves Saturdays. It's the day when she ... out with her friends. On cold days, they like to watch a movie and have some hot chocolate. On sunny days, they usually play sports .... Sandra and her friends are really good at volleyball. Today is a ... Saturday. Sandra needs to ... her ... and ... to go to the movies. They want to watch an action movie. **Answer key:** goes, outdoors, rainy, get, raincoat, get dressed

**TIME TO TALK** | In this activity, the student listens to ten statements, marks in his / her book the ones he / she agrees with or the ones that are true for him / her. The student reads the checked sentences to a classmate or the teacher during Teacher Support.

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

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

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

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

**HOMEWORK INSTRUCTIONS** | The student is guided to do the Homework on Wiz.me. Still on Wiz.me, he / she is advised to do the *Pronunciation Practice* on the *Speak Up!* card, to prepare the next lesson using the *Getting Ready!* card, and to use the *Pictionary* card to learn more.

## 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. Como está o clima hoje no Brasil? / Japão / Estados Unidos
2. Ela sempre tem aulas de inglês de manhã. / à tarde / à noite
3. Eu nunca estou em casa aos finais de semana. / aos sábados / aos domingos

**QUESTIONS** | Ask the student the following questions. Encourage further conversation.

1. What's the weather like today?
2. Where do you like to go when it's cold?

**LISSEN AND TELL THE STORY** | Check if the student retold the story accordingly. **Audio script:** Hi. My name is Albert, and I am from a small city in New Jersey. I like to stay at home, especially on rainy days. On these days, I like to read a book and play chess with my father. I am a little shy, so I hardly ever go out. I prefer indoor activities. Sometimes I go to the sports club to play basketball, and when it's sunny I take my swim trunks with me. My friends from school go there on sunny days, too.

**TIME TO TALK** | The student reads the checked sentences to you or a classmate. Interact by giving your opinion or encourage the classmate to do so.

**GAME ON - SNOWMAN** | Check the word the student wrote in his / her notebook. The spelled word is: **swim trunks**

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

### Should you have extra time

Read the sentences and ask the student to say the sentences replacing any words.

1. I like to drink hot milk when it's cold.
2. She always has English classes in the evening.
3. They hardly ever watch comedies.
4. It's sunny today.
5. I usually go out with my friends.

## LESSON 39

### LEARNING OBJECTIVES

- Can name a few kitchen utensils.
- Can name a few pets.
- Can ask others how often they do some activities.
- Can say what their favorite pet is and ask others about theirs.

### GRAMMAR

- question word *How often*;
- review prepositions *in* and *on*.

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

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

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

**Audio script:** *What's the weather like today? / When do you like to go out? / When do you like to stay at home?*

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

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

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

### Interactive Task Pronunciation Practice

The student reproduces the following words separately in order to reinforce the pronunciation:  
**fish / spoon / knife / straw / napkin**

### Interactive Task Put in Order

The student puts the words in order to make sentences. **Audio script:** *The milk is in the bowl. / She needs to feed her pet. / The children use spoons to eat. / The napkins are in the kitchen.*

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

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

### WRITE SENTENCES IN ENGLISH (WORKBOOK)

The student is guided to the Workbook to do the first sentence of the activity orally.

### Interactive Task Grammar Check - English version

The student listens to questions or comments in English and answers them in English: **How often do you feed your dog? / Do you walk the dog in the morning?**

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

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

**DID YOU KNOW?** | The student listens to the content of the section in the Student's Book and reproduces it. Then, he / she accesses the *Did You Know?* card on Wiz.me to watch the video and do the following activity: Choose the correct answer. **Answer key:** What pet do you have? **I have a ferret.**

# LESSON'S INSTRUCTIONS

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

**HOMEWORK INSTRUCTIONS |** The student listens to the Homework instructions for the Workbook activities. These instructions are in Portuguese. Besides that, he / she is advised to do the Homework right after class and access Wiz.me to practice the sentences of *Oral Practice* on the *Speak Up!* card.

## TEACHER SUPPORT - 5'

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

### DRILLING PRACTICE

1. Com que frequência você dá comida ao seu cachorro? / gato / pássaro
2. Com que frequência ela usa o telefone celular? / tablet / console de videogame
3. Eu raramente passeio com meu cachorro. / brinco / faço carinho

**QUESTIONS |** Ask the student the following questions. Encourage further conversation.

1. How often do you eat dessert?
2. How often do you feed your pet?

**PICTIONARY |** Check the sentences the student wrote about two of the *Pictionary* images from Wiz.me.

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

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

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

### Should you have extra time

Ask the student to reproduce and complete the following sentences:

1. How often ...?
2. I always use ...
3. I never feed my ... with ...
4. She sometimes ...
5. They hardly ever ...

## LESSON 40

### REITERATIVE LEARNING OBJECTIVES

- Can name a few kitchen utensils.
- Can name a few pets.
- Can describe their habits and routines.
- Can ask others how often they do some activities.
- Can ask others about their pets.
- Can ask and talk about the weather in a basic way.

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

### Interactive Task Content Review

The student listens to words or sentences to review what he / she learned in the previous lesson. He / she reproduces these sentences out loud: *What's your favorite pet? / I like to walk the dog in the park. / Can I use a fork and a knife? / How often do you feed the birds?*

**LISTEN AND COMPLETE |** The student listens to the audio passage three times. The first time, he / she just listens. The second time, he / she completes the questions in his / her book. The third time, he / she checks the answers while listening to the audio. Teacher checks the answers during Teacher Support.

### Interactive Task Maze

The student sees four sentences out of order and drags the words or sentences to the correct order. After checking the answers, he / she listens to the sentences and reproduces them out loud.

**Audio script:** I always walk my dog. / She sometimes feeds her pet. / They never use this knife. / We usually play with cats.

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

### Interactive Task

#### Text Dialogue Drag and Drop

The student reads an incomplete text and drags the words from the box to complete it. **Audio script:**

How ... you feed your dog? / ... often do you ... your cell phone? / What ... your ... pet? / ... I have a spoon, ...?

**Answer key:** often, do / How, use / is, favorite / Can, please

**READ AND COMPLETE |** The student reads the text attentively and completes the sentences. Teacher checks the answers during Teacher Support.

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

**GAME ON - DICTIONARY |** In this game, the student listens to some words and has to draw them in a notebook in 60 seconds. During Teacher Support, the teacher decides if he / she or another student is going to guess what the student drew.

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

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

**HOMEWORK INSTRUCTIONS |** The student is guided to do the Homework on Wiz.me. Still on Wiz.me, he / she is advised to do the *Pronunciation Practice* on the *Speak Up!* card, to prepare the next lesson using the *Getting Ready!* card, and to use the *Pictionary* card to learn more.

### TEACHER SUPPORT – 5'

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

#### DRILLING PRACTICE

1. Eu quero ficar em casa neste final de semana. / na segunda-feira / no sábado
2. Como está o tempo esta manhã? / hoje / esta tarde
3. Você quer usar esta faca? / garfo / colher

**QUESTIONS |** Ask the student the following questions. Encourage further conversation.

1. What's the weather like today?
2. How often do you watch movies?

**LISTEN AND COMPLETE |** Check the student's answers for this activity. **Answer key:** a. How often, walk your dog / b. feed your pets / c. knife and fork / d. usually use napkins when / e. Where do pets / f. How often, use your cell phone

**READ AND COMPLETE |** Check the student's answers for this activity. **Answer key:** a. a bird, a cat, four fish / b. in her bedroom / c. feeds her pets / d. walks the dogs

**GAME ON - DICTIONARY |** Play the game with the student or select another student to play with him / her. **Audio script:** bird / cat / fish / dog / knife

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

#### Should you have extra time

Read the questions and ask the student to answer them.

1. What's your favorite pet?
2. Do you drink soda with a straw?
3. When do you use a spoon?
4. How often do you use your cell phone?
5. What can we eat with a knife and fork?

## LESSON 41

### LEARNING OBJECTIVES

- Can name different everyday objects.
- Can tell others some of their hobbies.
- Can count from 30 to 100.
- Can say their and others' abilities or lack of abilities.
- Can say what people and things are or are not.

### GRAMMAR

- review of verb *to be*;
- preposition *to*;
- review of modal *can*;
- object pronoun *me*.

# LESSON'S INSTRUCTIONS

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

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

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

**Audio script:** *What's your favorite pet? / Do you have / want to have a pet? / What can you eat with a knife and fork?*

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

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

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

## Interactive Task

### Pronunciation Practice

The student reproduces the following words separately in order to reinforce the pronunciation: *autograph / expensive / collection / something / anything*

## Interactive Task

### Match

The student matches the sentences to the corresponding images. Then, he / she listens to the sentences and reproduces them out loud.

**Audio script:** *I need to eat something. / I don't understand anything about computers. / Do you want to drink anything? / My sister wants to show you something special.*

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

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

### WRITE SENTENCES IN ENGLISH (WORKBOOK) |

The student is guided to the Workbook to do the first sentence of the activity orally.

## Interactive Task

### Grammar Check - English version

The student listens to questions or comments in English and answers them in English: *Do you understand anything about classical music? / Can you show your souvenir collection?*

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

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

**DID YOU KNOW? |** The student listens to the content of the section in the Student's Book and reproduces it. Then, he / she accesses the *Did You Know?* card on Wiz.me to watch the video and do the following activity: Choose the correct answer. **Answer key:** How do you say *cinquenta e quatro* in English? **Fifty-four.**

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

**HOMEWORK INSTRUCTIONS |** The student listens to the Homework instructions for the Workbook activities. These instructions are in Portuguese. Besides that, he / she is advised to do the Homework right after class and access Wiz.me to practice the sentences of *Oral Practice* on the *Speak Up!* card.

## TEACHER SUPPORT - 5'

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

### DRILLING PRACTICE

1. Eu quero mostrar algo especial para você. / interessante / engraçado
2. Você pode me mostrar suas roupas novas? / bicicleta / botas

3. Você entende alguma coisa sobre música clássica? / computadores / programação

**QUESTIONS |** Ask the student the following questions. Encourage further conversation.

1. Do you collect anything?
2. How many souvenirs do you have?

**PICTIONARY |** Check the sentences the student wrote about two of the *Pictionary* images from Wiz.me.

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

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

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

#### Should you have extra time

Read the sentences and ask the student to say the sentences replacing any words.

1. Can you show me your homework?
2. I want an autograph from a famous singer.
3. Do you want something to eat?
4. I have a cap collection.
5. What's your favorite souvenir?

## LESSON 42

### REITERATIVE LEARNING OBJECTIVES

- Can name different everyday objects.
- Can describe their and others' habits and routines.
- Can count from 30 to 100.
- Can say their and others' abilities or lack of abilities
- Can say what people and things are or are not.
- Can name a few colors.

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

### Interactive Task Content Review

The student listens to words or sentences to review what he / she learned in the previous lesson. He / she reproduces these sentences out loud: *Can you show me your flag collection? / I can't drink milk. / I have something special to show you. / She doesn't collect anything.*

**LISTEN AND NUMBER |** The student is guided to look at the images in the Student's Book and to say out loud a word that represents each one of them. Then, he / she listens to the sentences three times. The first time, he / she just listens. The second time, he / she writes the number to the corresponding image in his / her book. The third time, he / she checks the answers while listening to the audio. Teacher checks the answers during Teacher Support.

### Interactive Task Listen and Number - Follow-up

The student listens to some letters and looks at the corresponding image in the *Listen and Number* activity. Then, he / she writes a sentence about this image in his / her notebook.

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

### Interactive Task Listen and Choose

The student sees four images on the screen. Then he / she presses the button to listen to the audio, and chooses the corresponding images.

**Audio script:** cap / flag / souvenir / sticker

**FLUENCY |** In this activity, the student listens to the audio three times. Then, he / she listens to an explanation of what he / she has to change specifically.

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

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

# LESSON'S INSTRUCTIONS

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

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

**HOMEWORK INSTRUCTIONS |** The student is guided to do the Homework on Wiz.me. Still on Wiz.me, he / she is advised to do the *Pronunciation Practice* on the *Speak Up!* card, to prepare the next lesson using the *Getting Ready!* card, and to use the *Pictionary* card to learn more.

## 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. Quantos adesivos ela tem? / lembrancinhas / pipas
2. Eu não quero jogar nada. / escrever / cantar
3. Eu tenho 45 adesivos. / 57 / 89

**QUESTIONS |** Ask the student the following questions. Encourage further conversation.

1. Do you speak anything in any other language?
2. What do you want to collect?

**LISTEN AND NUMBER |** Check the student's answers for this activity. **Answer key:** a. 3 / b. 4 / c. 6 / d. 5 / e. 1 / f. 2

### INTERACTIVE TASK - LISTEN AND NUMBER - FOLLOW-UP

**FOLLOW-UP |** Check the student's sentences for the images of letters A / E / F in the Student's Book.

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

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

### Should you have extra time

Ask the student to reproduce and complete the following sentences using *something* or *anything*:

1. We have ... to show you.
2. I don't speak ... in Chinese.
3. Do you understand ... in Portuguese?
4. I need to drink ...
5. She doesn't want to eat ...

## REVIEW 7

**PINPOINT |** The student observes the images and says what he / she sees. Then, he / she listens to the audio and reproduces all the sentences. In case the student has any questions, he / she takes notes to talk to the teacher during the Teacher Support.

### Interactive Task

#### Pinpoint - Follow-up

The student listens to some sentences from the *Pinpoint*, rewrites them substituting the words in bold for other words learned in the previous lessons and shows to the teacher during the Teacher Support.

**CONVERSATION PRACTICE |** The student listens to some questions, says them out loud, answers them in a notebook, and shows to the teacher during the Teacher Support.

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

### SELF-ASSESSMENT - STUDENT'S BOOK

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

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

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

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

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

**LET'S CHECK** | The student is guided to do the *Let's Check* card tasks on Wiz.me.

**HOW AM I DOING?** | The student is guided to do the Self-assessment on the *How Am I Doing?* card on Wiz.me.

**HOMEWORK INSTRUCTIONS** | The student listens to the Homework instructions for the Workbook activities. The instructions are in Portuguese.

**GETTING READY!** | The student is advised to prepare the next lesson using the *Getting Ready!* card on Wiz.me.

**WIZ.BATTLE** | The student is reminded to play the *Wiz.battle* games on Wiz.me.

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

## 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 something you never eat?
2. Do you have stickers on your book?
3. Do you have anything special to show to your friends?

**INTERACTIVE TASK - PINPOINT - FOLLOW-UP** | Check the student's answers to the following sentences:  
OK, guys. Liz, you need to get your bikini. Boys, get your swim trunks. Sue, can you feed Skyler, please? Clara, I have something to show you.

**CONVERSATION PRACTICE** | Check the student's answers to the following questions: **What's something interesting we can do indoors? / Where**

do you usually go out with your friends / parents? / What's your favorite pet? / What can you eat with a knife or fork? / Do you use your cell phone to study? / How often do you walk your dog? / Do you collect anything? / Say something you like to do on a hot day.

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

**LET'S GET AROUND** | Have the student present his / her dialogue to you or to role-play with another classmate.

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

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

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

### Should you have extra time

Ask the student to reproduce and complete the following sentences:

1. When it's rainy, I ...
2. When it's sunny, I ...
3. I collect ...
4. How often do you ...?
5. I usually ...

## LESSON 43

### LEARNING OBJECTIVES

- Can name a few pieces of clothing.
- Can describe what they and others are wearing.
- Can describe what action they and others are doing.
- Can say the size clothing they and others wear.

### GRAMMAR

- Present Continuous tense in the affirmative form;
- review verb *to be*.

# LESSON'S INSTRUCTIONS

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

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

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

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

## Interactive Task Pronunciation Practice

The student reproduces the following words separately in order to reinforce the pronunciation:  
**shirt / T-shirt / skirt / jacket / earrings**

## Interactive Task Text Dialogue Drag and Drop

The student reads an incomplete text and drags the words from the box to complete it.

**Audio script:** Hi, Ann. What do you want ... for the party? / Hi, Paul. My new black .... It's beautiful! What about you? / Well, I want to wear my new blue jeans and a white .... / Cool! My brother wants to wear blue jeans and a T-shirt, too. But his T-shirt is .... **Answer key:** to wear / dress / T-shirt / green

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

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

## WRITE SENTENCES IN ENGLISH (WORKBOOK)

The student is guided to the Workbook to do the first sentence of the activity orally.

## Interactive Task Grammar Check - English version

The student listens to questions or comments in English and answers them in English: **I'm wearing a new T-shirt. And you? / I'm studying Japanese. And you?**

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

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

**DID YOU KNOW? |** The student listens to the content of the section in the Student's Book and reproduces it. Then, he / she accesses the *Did You Know?* card on Wiz.me to watch the video and do the following activity: Choose the correct question. **Answer key:** I'm a large. **What size are you?**

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

**HOMEWORK INSTRUCTIONS |** The student listens to the Homework instructions for the Workbook activities. These instructions are in Portuguese. Besides that, he / she is advised to do the Homework right after class and access Wiz.me to practice the sentences of *Oral Practice* on the *Speak Up!* card.

## TEACHER SUPPORT - 5'

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

## DRILLING PRACTICE

1. Eu não quero trocar meu vestido./ bermuda / blusa
2. Quero experimentar aquela jaqueta./ blusa / saia
3. Eles estão experimentando as camisetas./ jaquetas / bonés

**QUESTIONS |** Ask the student the following questions. Encourage further conversation.

1. I'm wearing a T-shirt and jeans. What about you?
2. Do you like to try clothes on?

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

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

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

#### Should you have extra time

Ask the student to reproduce and complete the following sentences:

1. My teacher is wearing ...
2. My friend is wearing ...
3. I want to change my ... because ...
4. Can I try this ... on?
5. Do you wear ... when it's cold?

## LESSON 44

#### REITERATIVE LEARNING OBJECTIVES

- Can name a few pieces of clothing.
- Can describe what they and others are wearing.
- Can describe what action they and others are doing.
- Can say the size clothing they and others wear.

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

#### Interactive Task Content Review

The student listens to words or sentences to review what he / she learned in the previous lesson. He / she reproduces these sentences out loud: **They are talking about the project. / We are studying English. / He is wearing his yellow cap. / I am eating pizza.**

**LISTEN AND NUMBER |** The student is guided to look at the images in the Student's Book and to say out loud a word that represents each one of them. Then, he / she listens to the sentences three times. The first time, he / she just listens. The second time, he / she writes the number to the corresponding image in his / her book. The third time, he / she checks the answers while listening to the audio. Teacher checks the answers during Teacher Support.

#### Interactive Task

##### Listen and Number - Follow-up

The student listens to some letters and looks at the corresponding images in the *Listen and Number* activity. Then he / she writes a sentence about this image in his / her notebook.

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

#### Interactive Task

##### Listen and Choose

The student sees four images on the screen. Then he / she presses the button to listen to the audio, and chooses the corresponding images.

**Audio script:** glasses / socks / coat / shirt

**FLUENCY |** In this activity, the student listens to the audio three times. Then he / she listens to an explanation of what he / she has to change specifically.

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

**GAME ON - DICTIONARY |** In this game, the student listens to some words and has to draw them in a notebook in 60 seconds. During Teacher Support, the teacher decides if he / she or another student is going to guess what the student drew.

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

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

**HOMEWORK INSTRUCTIONS |** The student is guided to do the Homework on Wiz.me. Still on Wiz.me, he / she is advised to do the *Pronunciation Practice* on the *Speak Up!* card, to prepare the next lesson using the *Getting Ready!* card, and to use the *Pictionary* card to learn more.

# LESSON'S INSTRUCTIONS

## TEACHER SUPPORT - 5'

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

### DRILLING PRACTICE

1. Onde estão suas meias? / calças jeans / bermudas
2. Minha irmã está experimentando um vestido preto. / casaco / saia
3. Eles estão pegando o ônibus. / limpando o quarto / terminando a prova

**QUESTIONS |** Ask the student the following questions. Encourage further conversation.

1. My sister is wearing a dress. What about your sister?
2. What do you want to wear on the weekend?

**LISTEN AND NUMBER |** Check the student's answers for this activity. **Answer key:** a. 4 / b. 6 / c. 2 / d. 5 / e. 1 / f. 3

### INTERACTIVE TASK - LISTEN AND NUMBER -

**FOLLOW-UP |** Check the student's sentences for the images of letters B / E / F in the Student's Book.

**GAME ON - PICTIONARY |** Play the game with the student or select another student to play with him / her. **Answer key:** shorts / jacket / ring / socks / glasses

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

### Should you have extra time

Read the sentences and ask the student to say them replacing any words.

1. His socks are in the bathroom.
2. I want to try that blue coat, please.
3. I'm a large. What about you?
4. Do you wear glasses to watch TV?
5. I am wearing a raincoat because it's rainy.

## LESSON 45

### LEARNING OBJECTIVES

- Can ask about the price of something.
- Can say words related to entertainment.
- Can say things they and others are not doing.
- Can say a range of numbers, quantities, and prices.
- Can name a few currencies.

### GRAMMAR

- Present Continuous tense in the negative form;
- Prepositions on and for.

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

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

**ASSESSMENT |** The student is asked questions in order to review the content of the previous lessons. **Audio script:** I'm wearing a jacket. What about you? / What do you like to watch? / Do you wear glasses to read?

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

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

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

### Interactive Task Pronunciation Practice

The student reproduces the following words separately in order to reinforce the pronunciation: party / live / concert / ballet presentation / amusement park

### Interactive Task Match the Sentences

In this activity, the student matches the sentences in the left-hand column to the sentences in the right-hand column. After that, he / she listens to the audio and says the sentences out loud. **Answer key:** I'm buying this gift for her. - Is it her birthday? / What time is your ballet presentation? - It starts at 8 p.m. / Is it a surprise party? - No, it isn't. She doesn't like surprises. / What does he usually buy at this store? - He usually buys gifts for his friends.

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

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

### WRITE SENTENCES IN ENGLISH (WORKBOOK)

The student is guided to the Workbook to do the first sentence of the activity orally.

### Interactive Task Grammar Check - English version

The student listens to questions or comments in English and answers them in English: **What does he usually buy at this store? / Do you want to hang out after class?**

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

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

**DID YOU KNOW? |** The student listens to the content of the section in the Student's Book and reproduces it. Then, he / she accesses the *Did You Know?* card on Wiz.me to watch the video and do the following activity: Choose the correct option. **Answer key:** The currency in the U.S.A. is the **U.S. dollar**.

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

**HOMEWORK INSTRUCTIONS |** The student listens to the Homework instructions for the Workbook activities. These instructions are in Portuguese. Besides that, he / she is advised to do the Homework right after class and access Wiz.me to practice the sentences of *Oral Practice* on the *Speak Up!* card.

### TEACHER SUPPORT - 5'

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

### DRILLING PRACTICE

1. Ele não está organizando a casa. / quarto / cozinha
2. Eu não estou comprando nada. / Ele / Nós
3. A apresentação de *ballet* começa às 8 horas. / peça de teatro / show

**QUESTIONS |** Ask the student the following questions. Encourage further conversation.

1. I like to hang out with my friends on weekends. What about you?
2. Do you want to throw a party on your birthday?

**PICTIONARY |** Check the sentences the student wrote about two of the *Pictionary* images from Wiz.me.

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

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

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

### Should you have extra time

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

1. I am buying a gift for my mother now.
2. She is organizing her stuff for the party.
3. The concert starts at 9 p.m.
4. I have a ticket to the play.
5. I can go to the ballet presentation with you.

# LESSON'S INSTRUCTIONS

## LESSON 46

### REITERATIVE LEARNING OBJECTIVES

- Can name a few pieces of clothing.
- Can say words related to entertainment.
- Can say things they and others are not doing.

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

#### Interactive Task

##### Content Review

The student listens to words or sentences to review what he / she learned in the previous lesson. He / she reproduces these sentences out loud: *We are not eating chicken. We are eating beef. / She is not studying math. She is studying science. / I am not buying a gift for my sister. I am buying a gift for my friend. / Do you want to throw a party on your birthday?*

**LISTEN AND PUT IN ORDER |** The student is guided to look at the image in the Student's Book and to say out loud the words that come to mind. Then, he / she listens to the dialogue three times. The first time, he / she just listens. The second time, he / she writes the numbers to put the dialogue in the correct order. The third time, he / she checks the answers while listening to the audio. Teacher checks the answers during Teacher Support.

#### Interactive Task

##### Choose the Correct Answer - Follow-up

The student listens to some questions about the text he / she has just heard and chooses the correct answer. **Audio script:** *Why does Bobby want to organize a surprise party for Clara? / What does Clara love? / Who do they have to talk to?* **Answer key:** Because it's her birthday. / She loves music. / They have to talk to Little Wiz, Joe, Sue, and Liz.

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

#### Interactive Task

##### Maze

The student sees four sentences out of order and drags the words or sentences to the correct order. After checking the answers, he / she listens to the sentences and reproduces them out loud.

**Audio script:** *My sister is buying four tickets for the ballet presentation. / I am not organizing my bedroom. / My cousin wants to throw a party on his birthday. / Do you like surprise parties?*

**READ AND MATCH |** The student is guided to look at the image in the Student's Book and to say out loud words or sentences related to it. Then he / she matches the columns to make full sentences. After that, the student completes the three given sentences with his / her own words, and shows them to the teacher during Teacher Support.

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

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

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

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

**HOMEWORK INSTRUCTIONS |** The student is guided to do the Homework on Wiz.me. Still on Wiz.me, he / she is advised to do the *Pronunciation Practice* on the *Speak Up!* card, to prepare the next lesson using the *Getting Ready!* card, and to use the *Pictionary* card to learn more.

#### 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. Quantos presentes você tem que comprar? / ingressos / camisetas

- Ele não está organizando o quarto dele. / Você – seu / Ela – dela
- Eu tenho uma surpresa para você. / Ele / Nós

**QUESTIONS** | Ask the student the following questions. Encourage further conversation.

- How much is a ticket to a soccer game?
- How often do you watch plays?

**LISTEN AND PUT IN ORDER** | Check the student's answers for this activity. **Answer key:** 3 / 5 / 4 / 6 / 8 / 7 / 1 / 9 / 2

**READ AND MATCH** | Check the student's answers for this activity. **Answer key:** c / h / g / f / e / b / d / a. Also check the student's sentences of letters B / D / F in their notebook.

**GAME ON - MIME** | Play the game with the student or select another student to play with him / her. The words are: **cleaning / eating / writing / playing basketball / feeding**

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

#### Should you have extra time

Read the sentences and ask the student to answer them in his / her notebook.

- What's the official currency in Brazil?
- What's the official currency in the U.S.A?
- What's the official currency in Argentina?
- What's the official currency in England?
- What's the official currency in Germany?

## LESSON 47

### LEARNING OBJECTIVES

- Can give simple information about the location of a place.
- Can name a few places in a city.
- Can use the fixed expression *Let's* to make suggestions.
- Can ask what others are doing.

### GRAMMAR

- Present Continuous tense in the interrogative form;
- review pronoun *who*;
- prepositions *on, at*, and *for*;
- prepositions of place.

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

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

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

**Audio script:** Do you have to buy anything today? / Do you like surprise parties? / How often do you organize your bedroom?

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

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

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

#### Interactive Task Pronunciation Practice

The student reproduces the following words separately in order to reinforce the pronunciation: **gymnasium / movie theater / bowling alley / behind / between**

#### Interactive Task Lead in Text

The student listens to some incomplete sentences and clicks on the words on the screen to complete them. **Audio script:** I want to stay ... the ... today. / I am ... for you in front of the .... / Can you ... me in front of the ...? **Answer key:** on, beach / waiting, movie theater / meet, ice cream parlor

# LESSON'S INSTRUCTIONS

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

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

## WRITE SENTENCES IN ENGLISH (WORKBOOK)

The student is guided to the Workbook to do the first sentence of the activity orally.

### Interactive Task

#### Grammar Check - English version

The student listens to questions or comments in English and answers them in English: **Is he playing at the bowling alley now? / Who are you waiting for?**

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

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

**DID YOU KNOW?** | The student listens to the content of the section in the Student's Book and reproduces it. Then, he / she accesses the *Did You Know?* card on Wiz.me to watch the video and do the following activity: Choose the correct answer. **Answer key:** What are you doing? **I'm doing my homework.**

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

**HOMEWORK INSTRUCTIONS** | The student listens to the Homework instructions for the Workbook activities. These instructions are in Portuguese. Besides that, he / she is advised to do the Homework right after class and access Wiz.me to practice the sentences of *Oral Practice* on the *Speak Up!* card.

## TEACHER SUPPORT - 5'

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

### DRILLING PRACTICE

1. Vamos nos encontrar em frente à pizzaria. / escola / ao cinema
2. Apresse-se! Nós estamos atrasados. / Você / Eu
3. Quem você está esperando? / nós / ela

**QUESTIONS** | Ask the student the following questions. Encourage further conversation.

1. What are you studying?
2. Who is waiting for you in your house?

**PICTIONARY** | Check the sentences the student wrote about two of the *Pictionary* images from Wiz.me.

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

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

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

### Should you have extra time

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

1. His father is waiting for him in front of the movie theater.
2. The pizza place is next to the ice cream parlor.
3. I am late.
4. We can meet on the beach.
5. Her mother is buying a gift for me.

## LESSON 48

### REITERATIVE LEARNING OBJECTIVES

- Can give simple information about the location of a place.
- Can name a few places in a city.
- Can use the fixed expression *Let's* to make suggestions.
- Can say the time.
- Can ask what others are doing.

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

#### Interactive Task

##### Content Review

The student listens to words or sentences to review what he / she learned in the previous lesson. He / she reproduces these sentences out loud: **Is it late to go out? / Who is behind you? / Are the children waiting for you? / Why is he studying today?**

**LISTEN AND TELL THE STORY |** The student is guided to look at the image and describe it using everything he / she has learned so far. Then, he / she listens to the audio and checks his / her guessing. After that, the student listens to the story for the second time and writes the main idea of the text to retell it to the teacher during the Teacher support.

#### Interactive Task

##### Choose the Correct Answer - Follow-up

The student listens to some questions about the text he / she has just heard and chooses the correct answer. **Audio script:** *Where is Helen going now? / Who is waiting for her? / Where do they want to go then they finish the game?* **Answer key:** *She is going to a famous bowling alley. / Her friends are waiting for her. / They want to go to a pizza place.*

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

#### Interactive Task

##### Image Phrase Type

The student drags the words to complete the passage. **Audio script:** *Erick is going to school. He is late. His class starts at 7 a.m. / His sister is getting dressed to go to work. Her friend is waiting for her in front of her house.* **Answer key:** *going, school, late, starts / getting, work, waiting, house*

**FLUENCY |** In this activity, the student listens to the audio three times. Then he / she listens to an explanation of what he / she has to change specifically.

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

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

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

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

**HOMEWORK INSTRUCTIONS |** The student is guided to do the Homework on Wiz.me. Still on Wiz.me, he / she is advised to do the *Pronunciation Practice* on the *Speak Up!* card, to prepare the next lesson using the *Getting Ready!* card, and to use the *Pictionary* card to learn more.

#### 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. Quantos ingressos você está comprando? / eles / ele
2. A pizzaria fica entre o parque e a escola. / boliche e o ginásio / clube e a academia
3. Onde eles estão brincando? / estudando / assistindo TV

**QUESTIONS |** Ask the student the following questions. Encourage further conversation.

1. Where do you usually meet your friends?
2. Why are you studying English?

# LESSON'S INSTRUCTIONS

**LISTEN AND TELL THE STORY |** Check if the student retold the story accordingly. **Audio script:**  
Hi. My name is Helen and I love to go out with my family and friends! My mother is now taking me to a famous bowling alley in the city. It's next to my house, but I am a little late. My friends are there waiting for me. We have to meet at 7:30 and it's 7:20 now. We have to hurry up! The bowling alley is in front of a nice pizza place. We want to go there for a pizza when we finish the game.

**GAME ON - SNOWMAN |** Check the word the student wrote in his / her notebook. The word is: *between*

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

## Should you have extra time

Ask the student to reproduce and complete the following sentences:

1. What are you ...?
2. Where is she ...?
3. Who is waiting ...?
4. Why is he ...?
5. How many ... are you ...?

## REVIEW 8

**PINPOINT |** The student observes the images and says what he / she sees. Then, he / she listens to the audio and reproduces all the sentences. In case the student has any questions, he / she takes notes to talk to the teacher during the Teacher Support.

### Interactive Task

#### Pinpoint - Follow-up

The student listens to some sentences from the *Pinpoint*, rewrites them substituting the words in bold for other words learned in the previous lessons, and shows them to the teacher during the Teacher Support.

**CONVERSATION PRACTICE |** The student listens to some questions, says them out loud, answers them in a notebook, and shows to the teacher during the Teacher Support.

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

## SELF-ASSESSMENT - STUDENT'S BOOK

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

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

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

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

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

**LET'S CHECK |** The student is guided to do the *Let's Check* card tasks on Wiz.me.

**HOW AM I DOING? |** The student is guided to do the *Self-assessment* on the *How Am I Doing?* card on Wiz.me.

**HOMEWORK INSTRUCTIONS |** The student listens to the Homework instructions for the Workbook activities. The instructions are in Portuguese.

**GETTING READY! |** The student is advised to prepare the next lesson using the *Getting Ready!* card on Wiz.me.

**WIZ.BATTLE |** The student is reminded to play the *Wiz.battle* games on Wiz.me.

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

## 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 do you like to buy when you go out with your friends?

- Who is behind you?
- What do you like to wear to go to parties?

**INTERACTIVE TASK - PINPOINT - FOLLOW-UP |** Check the student's answers to the following sentences:  
I am wearing a green dress and my new rings. / How much is the ticket for the presentation? / What are you doing, Akio?

**CONVERSATION PRACTICE |** Check the student's answers to the following questions: What are you wearing? / What can people wear when it's cold? / What are you doing now? / Do you want to buy anything today? / Do you want to throw a party on your birthday? / How much is a ticket for an official soccer game? / How often do you hang out with your friends? / Who is next to you?

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

**LET'S GET AROUND |** Have the student present his / her dialogue to you or to role-play with another classmate.

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

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

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

#### Should you have extra time

Ask the student to give examples of:

- things they can wear
- sizes people wear
- gifts we can give to people
- places we can go
- different currencies

## LESSON 49

### LEARNING OBJECTIVES

- Can describe someone's physical appearance.
- Can describe someone's personality.
- Can ask what someone looks like.

### GRAMMAR

- adjective order;
- prepositions *to, for, and about,*
- review of the verb *to be.*

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

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

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

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

#### Interactive Task Pronunciation Practice

The student reproduces the following words separately in order to reinforce the pronunciation:  
mouth / straight / spiky / slim / excited

#### Interactive Task Put in Order

The student puts the words in order to make sentences. **Audio script:** My brother has spiky hair. / They are excited about the party. / Is his hair curly? / Do you dry your hair every day?

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

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

### WRITE SENTENCES IN ENGLISH (WORKBOOK) |

The student is guided to the Workbook to do the first sentence of the activity orally.

# LESSON'S INSTRUCTIONS

## Interactive Task

### Grammar Check - English version

The student listens to questions or comments in English and answers them in English: **Are you ready to go to school? / Can you dry the forks for me?**

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

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

**DID YOU KNOW? |** The student listens to the content of the section in the Student's Book and reproduces it. Then, he / she accesses the *Did You Know?* card on Wiz.me to watch the video and do the following activity: Choose the correct answer. **Answer key:** What do you look like? **I have straight brown hair.**

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

**HOMEWORK INSTRUCTIONS |** The student listens to the Homework instructions for the Workbook activities. These instructions are in Portuguese. Besides that, he / she is advised to do the Homework right after class and access Wiz.me to practice the sentences of *Oral Practice* on the *Speak Up!* card.

## TEACHER SUPPORT - 5'

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

## DRILLING PRACTICE

1. Ela tem cinco primos espertos. / jovens / extrovertidos
2. Ele tem cabelo comprido e ondulado. / liso / cacheado
3. Eles estão animados com a festa. / aula / peça de teatro

**QUESTIONS |** Ask the student the following questions. Encourage further conversation.

1. What do you look like?
2. What does your best friend look like?

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

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

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

## Should you have extra time

Ask the student to reproduce and complete the following sentences:

1. What ... you look ...?
2. What ... she ... like?
3. I have ... ... hair.
4. Are you ...?
5. My teacher has ...

## LESSON 50

## REITERATIVE LEARNING OBJECTIVES

- Can understand short, simple descriptions of objects, people, and animals.
- Can describe their own and others' physical appearance.
- Can ask what someone looks like.

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

## Interactive Task Content Review

The student listens to words or sentences to review what he / she learned in the previous lesson.

He / she reproduces these sentences out loud:

**My sister has beautiful short curly hair. / Sally is blowing-drying her hair. / I am excited to go out with my friends. / She has big brown eyes.**

**LISTEN AND PUT IN ORDER |** The student is guided to look at the image in the Student's Book and to say out loud the words that come to mind. Then, he / she listens to the dialogue three times. The first time, he / she just listens. The second time, he / she writes the numbers to put the dialogue in the correct order. The third time, he / she checks the answers while listening to the audio. Teacher checks the answers during Teacher Support.

#### Interactive Task

##### Choose the Correct Answer- Follow-up

The student listens to some questions about the text he / she has just heard and chooses the correct answer. **Audio script:** Is Liz ready for the party? / What kind of party is it? / Who is waiting for Liz and Clara? **Answer key:** Not yet. / It's a slumber party. / Sue and Alice.

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

#### Interactive Task

##### Maze

The student sees four sentences out of order and drags the words or sentences to the correct order. After checking the answers, he / she listens to the sentences and reproduces them out loud.

**Audio script:** He has spiky, black hair. / My mother is blow-drying her hair in the bathroom. / What does your brother look like? / What do you look like?

**READ AND ANSWER |** The student is guided to look at the image in the Student's Book and describe what he / she sees, using the vocabulary he / she already knows. Then he / she reads the paragraph and checks if his / her description matches the text. After that, he / she answers the questions in his / her book.

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

**GAME ON - DICTIONARY |** In this game, the student listens to some words and has to draw them in a notebook in 60 seconds. During Teacher Support, the teacher decides if he / she or another student is going to guess what the student drew.

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

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

**HOMEWORK INSTRUCTIONS |** The student is guided to do the Homework on Wiz.me. Still on Wiz.me, he / she is advised to do the *Pronunciation Practice* on the *Speak Up!* card, to prepare the next lesson using the *Getting Ready!* card, and to use the *Dictionary* card to learn more.

#### TEACHER SUPPORT - 5'

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

#### DRILLING PRACTICE

1. Você lava o cabelo todos os dias? / seca / aos finais de semana
2. Ela tem lindos cabelos lisos. / ondulados / cacheados
3. Nós estamos animados para ir ao show. / Eles / Eu

**QUESTIONS |** Ask the student the following questions. Encourage further conversation.

1. Are you excited about anything?
2. Do you blow-dry your hair every day?

**LISTEN AND PUT IN ORDER |** Check the student's answers for this activity. **Answer key:** 5 / 9 / 4 / 1 / 8 / 2 / 3 / 6 / 11 / 7 / 14 / 10 / 12 / 13 / 15

**READ AND ANSWER |** Check the student's answers for this activity. **Answer key:** a. He is tall and he has short, brown hair. / b. He plays soccer. / c. At a sports club next to his house. / d. Because the team can be the champion of the league of schools.

**GAME ON - DICTIONARY |** Play the game with the student or select another student to play with him / her. **Audio script:** a short woman / long black hair / a tall, slim man / short, wavy, red hair / brown eyes

# LESSON'S INSTRUCTIONS

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

## Should you have extra time

Read the sentences and ask the student to say them replacing any words.

1. My aunt has short black hair and green eyes.
2. I am short, but my brother is tall.
3. He's smart, but he isn't calm.
4. My father has wavy hair and a big nose.
5. I wash my hair every day.

## LESSON 51

### LEARNING OBJECTIVES

- Can express immediate needs.
- Can say how they feel by using simple adjectives.
- Can ask someone how they feel.
- Can use some fixed expressions to describe their feelings.

### GRAMMAR

- question word *how*;
- review verb *to be* and the Present Continuous tense.

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

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

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

**Audio script:** *What do you look like? / What does your best friend look like? / What does your favorite singer look like?*

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

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

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

### Interactive Task Pronunciation Practice

The student reproduces the following words separately in order to reinforce the pronunciation:  
*hungry / thirsty / worried / healthy / worse*

### Interactive Task Text Dialogue Drag and Drop

The student reads an incomplete text and drags the words from the box to complete it. **Audio script:**  
*Hey, Joe. I'm .... / I am not hungry, but I am .... / I need something .... / Let's go to the ... and buy ... to take home. / Great! Let's buy some healthy ... and some fruit ..., too. Answer key: very, hungry / thirsty / to drink / supermarket, something / food, juice*

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

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

### WRITE SENTENCES IN ENGLISH (WORKBOOK) |

The student is guided to the Workbook to do the first sentence of the activity orally.

### Interactive Task Grammar Check - English version

The student listens to questions or comments in English and answers them in English: *How are you feeling today? / How do you feel when you have a test?*

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

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

**DID YOU KNOW? |** The student listens to the content of the section in the Student's Book and reproduces it. Then, he / she accesses the *Did You Know?* card on Wiz.me to watch the video and do the following activity: Choose the correct answer. **Answer key:** How are you feeling today? *I'm feeling blue.*

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

**HOMEWORK INSTRUCTIONS |** The student listens to the Homework instructions for the Workbook activities. These instructions are in Portuguese. Besides that, he / she is advised to do the Homework right after class and access Wiz.me to practice the sentences of *Oral Practice* on the *Speak Up!* card.

## TEACHER SUPPORT - 5'

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

### DRILLING PRACTICE

1. Como você está se sentindo? / ele / eles
2. Eles vão dormir às 10:00. / 11:00 / 11:30
3. Eu acordo às 6:00 todos os dias. / 7:00 / 8:00

**QUESTIONS |** Ask the student the following questions. Encourage further conversation.

1. Are you feeling happy today?
2. Do you wake up early every day?

**PICTIONARY |** Check the sentences the student wrote about two of the *Pictionary* images from Wiz.me.

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

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

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

### Should you have extra time

Read the questions and ask the student to answer them.

1. Are you hungry?
2. How do you feel today?
3. Do you take any medicine?
4. What are examples of healthy food?
5. What do you like to drink when you are thirsty?

## LESSON 52

### REITERATIVE LEARNING OBJECTIVES

- Can express needs.
- Can say how they are feeling.
- Can ask how others are feeling.

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

### Interactive Task Content Review

The student listens to words or sentences to review what he / she learned in the previous lesson. He / she reproduces these sentences out loud: I am hungry. I need to eat something. / I am thirsty. I need to drink some water. / I am tired. I need some rest. / I am worried about my test. I need to study today.

**LISTEN AND COMPLETE |** The student listens to the audio passage three times. The first time, he / she just listens. The second time, he / she completes the questions in his / her book. The third time, he / she checks the answers while listening to the audio. Teacher checks the answers during the Teacher Support.

### Interactive Task Maze

The student sees four sentences out of order and drags the words or sentences to the correct order. After checking the answers, he / she listens to the sentences and reproduces them out loud.

**Audio script:** How is she feeling now? / Why are you worried? / What time do you usually go to bed? / Are you really feeling better?

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

### Interactive Task Listen and Drag to Put in Order

The student clicks on the audio button, listens to a dialogue or a story, and puts the sentences in the order he / she hears. **Audio script:** Peter is hungry now. He wants to eat rice, beans, vegetables, and chicken for lunch. Yummy! After five classes, he is tired. He wants to go home, have lunch, and get some rest. After that, he needs to study for a science test.

# LESSON'S INSTRUCTIONS

**QUESTIONS |** The student observes the image and says what he / she thinks is happening. Then, he / she listens to the questions and says them out loud. After that, the student answers the questions in his / her notebook and shows them to the teacher during the Teacher Support.

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

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

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

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

**HOMEWORK INSTRUCTIONS |** The student is guided to do the Homework on Wiz.me. Still on Wiz.me, he / she is advised to do the *Pronunciation Practice* on the *Speak Up!* card, to prepare the next lesson using the *Getting Ready!* card, and to use the *Pictionary* card to learn more.

## TEACHER SUPPORT - 5'

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

### DRILLING PRACTICE

1. Nós sempre vamos dormir às 9:00. / 10:00 / 11:00
2. Eu estou me sentindo melhor. / pior / feliz
3. Você está triste? / preocupada / cansada

**QUESTIONS |** Ask the student the following questions. Encourage further conversation.  
1. How are you feeling now?  
2. Do you feel tired after the Physical Education classes?

**LISTEN AND COMPLETE |** Check the student's answers for this activity. **Answer key:** a. are you feeling today / b. you worried about / c. do you need to buy at the supermarket / d. you hungry, have some cookies / e. Do you usually feel tired after / f. time do you wake up

**QUESTIONS |** Check student's open answers. Practice reading the questions with the student or select another student to do it with him / her.

**GAME ON - MIME |** Play the game with the student or select another student to play with him / her.  
**Audio script:** hungry / excited / happy / shy / late

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

### Should you have extra time

Ask the student to reproduce and complete the following sentences:

1. I'm ... . I don't like to talk to people that I don't know.
2. She is ... because she has a test today.
3. My mother is .... She can't go to the party because she has to work.
4. I'm ... . It's my birthday today.
5. My uncle is .... He works until late every day.

## LESSON 53

### LEARNING OBJECTIVES

- Can say words related to illnesses.
- Can describe some common illnesses and symptoms.
- Can name a few professions.

### GRAMMAR

- possessive adjectives *our* and *their*;
- preposition *for*.

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

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

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

**Audio script:** How are you feeling today? / What do you like to eat when you are hungry in the morning? / How do you go to school?

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

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

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

#### Interactive Task Pronunciation Practice

The student reproduces the following words separately in order to reinforce the pronunciation:  
**headache / stomachache / sore throat / toothache / hospital**

#### Interactive Task Match

The student matches the sentences to the corresponding images. Then, he / she listens to the sentences and reproduces them out loud.

**Audio script:** I am not feeling well. I think I have a fever. / My brother has a toothache. He needs to see a doctor. / The doctor isn't here, but you can talk to the nurse. / I need to eat healthy food. I always have stomachaches.

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

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

#### WRITE SENTENCES IN ENGLISH (WORKBOOK)

The student is guided to the Workbook to do the first sentence of the activity orally.

#### Interactive Task Grammar Check - English version

The student listens to questions or comments in English and answers them in English: **Do you need to see a doctor? / Are you taking any medicine for your toothache?**

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

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

**DID YOU KNOW? |** The student listens to the content of the section in the Student's Book and reproduces it. Then, he / she accesses the *Did You Know?* card on Wiz.me to watch the video and do the following activity: Choose the correct answer. **Answer key:** I have a cold. I have a **runny nose**.

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

**HOMEWORK INSTRUCTIONS |** The student listens to the Homework instructions for the Workbook activities. These instructions are in Portuguese. Besides that, he / she is advised to do the Homework right after class and access Wiz.me to practice the sentences of *Oral Practice* on the *Speak Up!* card.

#### TEACHER SUPPORT - 5'

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

#### DRILLING PRACTICE

1. Ele é nosso médico. / enfermeiro / amigo
2. Eles precisam ligar para os pais deles. / filhos / avó
3. Eu preciso tomar algum remédio para minha dor de cabeça. / dor de dente / dor de garganta

**QUESTIONS |** Ask the student the following questions. Encourage further conversation.

1. How often do you go to the dentist?
2. Do you have stomachaches when you eat a lot?

# LESSON'S INSTRUCTIONS

**PICTIONARY |** Check the sentences the student wrote about two of the *Pictionary* images from Wiz.me.

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

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

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

## Should you have extra time

Read the sentences and ask the student to say them replacing any words.

1. I have a headache, but I don't want to take any medicine.
2. My head hurts.
3. You need to call your mother. She needs to take you to the hospital.
4. I can't go to your party because I have a fever.
5. Don't take any medicine now. Talk to your doctor.

## LESSON 54

### REITERATIVE LEARNING OBJECTIVES

- Can say words related to illnesses.
- Can describe some common illnesses and symptoms.
- Can name a few professions.

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

#### Interactive Task Content Review

The student listens to words or sentences to review what he / she learned in the previous lesson.

He / she reproduces these sentences out loud:

Do you take any medicine when you have a toothache? / You need to go to the hospital now. / Don't take any pills. You have to talk to your doctor. / He is going to the hospital by ambulance.

**LISTEN AND TELL THE STORY |** The student is guided to look at the image and describe it using everything he / she has learned so far. Then, he / she listens to the audio and checks his / her guessing. After that, the student listens to the story for the second time and writes the main idea of the text to retell it to the teacher during Teacher support.

#### Interactive Task Match the Sentences

In this activity, the student matches the sentences in the left-hand column to the sentences in the right-hand column. After that, he / she listens to the audio and says the sentences out loud.

**Answer key:** Mr. Smith needs to take some pills.  
/ He is sick, and today he isn't feeling very well. / Lucy is worried because she loves her grandfather.  
/ Derik is now talking to the doctor.

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

#### Interactive Task Put in Order

The student puts the words in order to make sentences. **Audio script:** What do you take when you have a headache? / Why do you need to call your mother? / What are their names? / Where are our cousins?

**TIME TO TALK |** In this activity, the student listens to ten statements. In his / her book, the student marks the ones he / she agrees with or the ones that are true for him / her.

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

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

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

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

**HOMEWORK INSTRUCTIONS** | The student is guided to do the Homework on Wiz.me. Still on Wiz.me, he / she is advised to do the *Pronunciation Practice* on the *Speak Up!* card, to prepare the next lesson using the *Getting Ready!* card, and to use the *Pictionary* card to learn more.

## 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. Nossa professora é dos Estados Unidos. / Brasil / Japão
2. A mãe deles está muito feliz. / triste / cansada
3. Eu espero que você melhore logo. / ela / ele

**QUESTIONS** | Ask the student the following questions. Encourage further conversation.

1. How often do you call your grandparents?
2. Is anybody sick in your house?

**LISSEN AND TELL THE STORY** | Check if the student retold the story accordingly. **Audio script:** Lucy is at home with Mr. Smith, her grandfather. Mr. Smith is 87 years old. He is sick, so he needs to take some pills. Today, Mr. Smith isn't feeling very well. He has a headache and a fever. Lucy needs to take her grandfather to the hospital. She is worried because she loves her grandfather. Derek, her brother, is now talking to the doctor. Lucy and Derek want to know what medicine can help their grandfather.

**TIME TO TALK** | The student reads the checked sentences to you or a classmate. Interact by giving your opinion or encourage the classmate to do so.

**GAME ON - STOP** | Play the game with the student or select another student to play with him / her. These are open answers. The letter is: H

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

### Should you have extra time

Ask the student to reproduce and complete the following sentences:

1. When I have a ..., I go to the ...
2. When we need to go to a hospital, we can call an ...
3. When we have a ..., we have to see a dentist.
4. When we have a ..., we can't speak.
5. I sometimes have a ... before or after my tests.

## REVIEW 9

**PINPOINT** | The student observes the images and says what he / she sees. Then, he / she listens to the audio and reproduces all the sentences. In case the student has any questions, he / she takes notes to talk to the teacher during the Teacher Support.

### Interactive Task

#### Pinpoint - Follow-up

The student listens to some sentences from the *Pinpoint*, rewrites them substituting the words in bold for other words learned in the previous lessons, and shows them to the teacher during the Teacher Support.

**CONVERSATION PRACTICE** | The student listens to some questions, says them out loud, answers them in a notebook, and shows to the teacher during the Teacher Support.

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

## SELF-ASSESSMENT - STUDENT'S BOOK

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

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

# LESSON'S INSTRUCTIONS

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

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

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

**LET'S CHECK** | The student is guided to do the *Let's Check* card tasks on Wiz.me.

**HOW AM I DOING?** | The student is guided to do the *Self-assessment* on the *How Am I Doing?* card on Wiz.me.

**HOMEWORK INSTRUCTIONS** | The student listens to the Homework instructions for the Workbook activities. The instructions are in Portuguese.

**GETTING READY!** | The student is advised to prepare the next lesson using the *Getting Ready!* card on Wiz.me.

**WIZ.BATTLE** | The student is reminded to play the *Wiz.battle* games on Wiz.me.

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

## 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 favorite healthy food?
2. What do you like to drink when you are thirsty?
3. Are you a calm person?

## INTERACTIVE TASK - PINPOINT - FOLLOW-UP |

Check the student's answers to the following sentences: *I have short, curly, brown hair. We are all beautiful! / I'm not feeling well. I have a headache. / Akio, do you need our help with the homework?*

**CONVERSATION PRACTICE** | Check the student's answers to the following questions: *What do you look like? / What do you like to eat when you are hungry in the evening? / Who do you like to talk to when you are worried? / What time do you wake up? / How do you feel when you have to take a test? / How often do you see a doctor? / How are you feeling today? / Do you know anybody who is sick now?*

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

**LET'S GET AROUND** | Have the student present his / her dialogue to you or to role-play with another classmate.

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

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

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

### Should you have extra time

Read the sentences and ask the student to change them according to the symbol.

1. I have long brown hair. (-)
2. Her eyes are blue. (?)
3. She doesn't take a pill when she has a headache. (+)
4. He needs to see a doctor. (?)
5. We don't need to call our doctor. (+)

## LESSON 55

### LEARNING OBJECTIVES

- Can talk about places to visit.
- Can say what there is or there isn't in a certain place.
- Can describe things and places using simple adjectives.
- Can name some types of travel accommodations.

### GRAMMAR

- *there to be* in the affirmative and negative forms;
- review prepositions *in* and *on*.

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

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

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

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

#### Interactive Task Pronunciation Practice

The student reproduces the following words separately in order to reinforce the pronunciation:  
**hotel / city / countryside / comfortable / dangerous**

#### Interactive Task Listen and Match

The student reads and listens to four words or sentences and matches them to the corresponding images. **Audio script:** *The children want to sleep in the tent. / We want to visit our grandparents in the countryside. / This is a really clean city. / Is your bed comfortable?*

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

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

### WRITE SENTENCES IN ENGLISH (WORKBOOK) |

The student is guided to the Workbook to do the first sentence of the activity orally.

#### Interactive Task Grammar Check - English version

The student listens to questions or comments in English and answers them in English: **Is it safe to stay home alone? / When do you want to go on a trip to the countryside?**

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

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

**DID YOU KNOW? |** The student listens to the content of the section in the Student's Book and reproduces it. Then, he / she accesses the *Did You Know?* card on Wiz.me to watch the video and do the following activity: Choose the correct answer. **Answer key:** A **hostel** is a kind of accommodation.

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

**HOMEWORK INSTRUCTIONS |** The student listens to the Homework instructions for the Workbook activities. These instructions are in Portuguese. Besides that, he / she is advised to do the Homework right after class and access Wiz.me to practice the sentences of Oral Practice on the *Speak Up!* card.

# LESSON'S INSTRUCTIONS

## TEACHER SUPPORT - 5'

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

### DRILLING PRACTICE

1. Eu quero fazer uma viagem para o Brasil. / Estados Unidos / Japão
2. Tem um hotel próximo à minha casa. / barato / agradável
3. Não tem sacos de dormir na barraca. / mochilas / crianças

**QUESTIONS |** Ask the student the following questions. Encourage further conversation.

1. Do you want to stay in a hotel on your next trip?
2. Does anybody in your family live in the countryside?

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

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

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

### Should you have extra time

Ask the student to reproduce and complete the following sentences:

1. There is a/an ... next to my house.
2. There are ... students in my classroom.
3. There is a/an ... behind the school.
4. There isn't a/an ... in front of my house.
5. There aren't any ... in my city.

## LESSON 56

### REITERATIVE LEARNING OBJECTIVES

- Can talk about places to visit.
- Can say what there is or there isn't in a certain place.
- Can describe things and places using simple adjectives.
- Can say some immediate needs.

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

### Interactive Task

#### Content Review

The student listens to words or sentences to review what he / she learned in the previous lesson.

He / she reproduces these sentences out loud:

*There is a comfortable bed in my hotel room. / There are some cupcakes in the kitchen. / There is a good supermarket near my house. / There aren't any tents in the backyard.*

**LISTEN AND NUMBER |** The student is guided to look at the images in the Student's Book and to say out loud a word that represents each one of them. Then, he / she listens to the sentences three times. The first time, he / she just listens. The second time, he / she writes the number to the corresponding image in his / her book. The third time, he / she checks the answers while listening to the audio. Teacher checks the answers during Teacher Support.

### Interactive Task

#### Listen and Number - Follow-up

The student listens to some letters and looks at the corresponding image in the *Listen and Number* activity. Then he / she writes a sentence about this image in his / her notebook.

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

### Interactive Task

#### Text Dialogue Drag and Drop

The student reads an incomplete text and drags the words from the box to complete it. **Audio script:**

There ... some comfortable beds in that room. /  
There ... anything to drink. / There ... something to eat in the kitchen. / There ... any children in the tent.

**Answer key:** are / isn't / is / aren't

**READ AND MATCH |** The student is guided to look at the image in the Student's Book and to say out loud words or sentences related to it. Then he / she matches the columns to make full sentences. After that, the student completes the three sentences given with his / her own words and shows them to the teacher during Teacher Support.

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

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

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

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

**HOMEWORK INSTRUCTIONS |** The student is guided to do the Homework on Wiz.me. Still on Wiz.me, he / she is advised to do the *Pronunciation Practice* on the *Speak Up!* card, to prepare the next lesson using the *Getting Ready!* card, and to use the *Pictionary* card to learn more.

### 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. Não há pratos limpos. / colheres / garfos
2. Esta cidade é segura? / limpa / perigosa
3. Tem uma torta de chocolate na cozinha. / maçã / morango

**QUESTIONS |** Ask the student the following questions. Encourage further conversation.

1. Is your city dangerous or safe?
2. Do you like to stay alone at home?

**LISTEN AND NUMBER |** Check the student's answers for this activity. **Answer key:** a. 4 / b. 5 / c. 1 / d. 2 / e. 6 / f. 3

### INTERACTIVE TASK - LISTEN AND NUMBER -

**FOLLOW-UP |** Check the student's sentences for the images of letters C / D / E in the Student's Book.

**READ AND MATCH |** Check the student's answers for this activity. **Answer key:** f / h / e / d / c / g / b / a. Also check the student's sentences for letters B / E / F in their notebook.

**GAME ON - HOT POTATO |** Play the game with the student or select another student to play with him / her. **Audio script:** 1. Say how many girls there are in the classroom. / 2. Say how many chairs there are in the classroom. / 3. Say how many colors there are in the Brazilian flag. / 4. Say how many players there are on a soccer team. / 5. Say how many players there are on a basketball team. **Answer key:** 1. open answer / 2. open answer / 3. four / 4. eleven / 5. five

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

### Should you have extra time

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

1. There is a pizza place next to my house.
2. There are some parks in my city.
3. I want to live in the countryside.
4. I can sleep in a sleeping bag.
5. She likes to stay alone.

# LESSON'S INSTRUCTIONS

## LESSON 57

### LEARNING OBJECTIVES

- Can ask people what there is or what there isn't in a certain place.
- Can name some natural attractions people can visit.
- Can name some objects one can take when exploring the outdoors.

### GRAMMAR

- *there to be* in the interrogative form;
- review prepositions *in*, *on*, and *in front of*.

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

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

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

**Audio script:** Is your city safe or dangerous? / Do you sometimes stay in hotels? / Do you want to go on a trip this weekend?

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

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

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

### Interactive Task Pronunciation Practice

The student reproduces the following words separately in order to reinforce the pronunciation:  
*mountain / island / here / there / pollution*

### Interactive Task Text Page Scrambled

The student listens to a paragraph and drags the words to complete the text. **Audio script:** My friend Laila lives on a beautiful ... in Brazil. There are clean beaches and ... there. There isn't any ... or ... on the island. The people there prefer to ride their bikes on the ... I want to go ... on my next vacation and explore this place with her. **Answer key:** island, natural pools, traffic, pollution, bike lane, there

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

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

### WRITE SENTENCES IN ENGLISH (WORKBOOK) |

The student is guided to the Workbook to do the first sentence of the activity orally.

### Interactive Task Grammar Check - English version

The student listens to questions or comments in English and answers them in English: **What is there in front of your house? / Are there any beaches to explore there?**

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

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

**DID YOU KNOW? |** The student listens to the content of the section in the Student's Book and reproduces it. Then he / she accesses the *Did You Know?* card on Wiz.me to watch the video and do the following activity: Choose the correct answer. **Answer key:** I wear *sunscreen* when I go to the beach.

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

**HOMEWORK INSTRUCTIONS |** The student listens to the Homework instructions for the Workbook activities. These instructions are in Portuguese. Besides that, he / she is advised to do the Homework right after class and access Wiz.me to practice the sentences of *Oral Practice* on the *Speak Up!* card.

### TEACHER SUPPORT - 5'

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

#### DRILLING PRACTICE

1. Eu quero tirar uma *selfie* na caverna. / no lago / na piscina natural
2. Não gosto do barulho nas cidades grandes. / poluição / trânsito
3. Quantas ciclovias tem na sua cidade? / praias / lagos

**QUESTIONS |** Ask the student the following questions. Encourage further conversation.

1. Are there clean lakes in your city?
2. Do you like to take selfies?

**PICTIONARY |** Check the sentences the student wrote about two of the *Pictionary* images from Wiz.me.

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

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

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

#### Should you have extra time

Read the questions and ask the student to answer them.

1. Are there bike lanes in your city?
2. Is it dangerous to climb a mountain?
3. Do you have a flashlight at your house?
4. Is pollution a problem in your city?
5. Are there nice places to explore where you live?

## LESSON 58

### REITERATIVE LEARNING OBJECTIVES

- Can name some places in a city and places one can visit.
- Can ask people what there is or what there isn't in a certain place.
- Can name some objects one can take when exploring the outdoors.
- Can understand suggestions using *Let's*.

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

#### Interactive Task

#### Content Review

The student listens to words or sentences to review what he / she learned in the previous lesson. He / she reproduces these sentences out loud: *Do you like to take pictures? / Are there many mountains where you live? / Is there a bike lane next to your house? / What's there in your backpack?*

**LISTEN AND PUT IN ORDER |** The student is guided to look at the image in the Student's Book and to say out loud the words that come to mind. Then he / she listens to the dialogue three times. The first time, he / she just listens. The second time, he / she writes the numbers to put the dialogue in the correct order. The third time, he / she checks the answers while listening to the audio. The teacher checks the answers during Teacher Support.

#### Interactive Task

#### Choose the Correct Answer - Follow-up

The student listens to some questions about the text he / she has just heard and chooses the correct answer on the screen. **Audio script:** *What is there next to the hill? / How is Joe feeling? / What does Joe need to drink? Answer key: There is a lake. / He is feeling tired and thirsty. / He needs to drink water.*

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

# LESSON'S INSTRUCTIONS

## Interactive Task

### Maze

The student sees four sentences out of order and drags the words or sentences to the correct order. After checking the answers, he / she listens to the sentences and reproduces them out loud.

**Audio script:** Is there a subway station next to your house? / Are there good ice cream parlors in your city? / The traffic is worse today. / We can't sleep because of this noise.

**FLUENCY |** In this activity, the student listens to the audio three times. Then he / she listens to an explanation of what he / she has to change specifically.

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

**GAME ON - DICTIONARY |** In this game, the student listens to some words and has to draw them in a notebook in 60 seconds. During Teacher Support, the teacher decides if he / she or another student is going to guess what the student drew.

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

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

**HOMEWORK INSTRUCTIONS |** The student is guided to do the Homework on Wiz.me. Still on Wiz.me, he / she is advised to do the *Pronunciation Practice* on the *Speak Up!* card, to prepare the next lesson using the *Getting Ready!* card, and to use the *Dictionary* card to learn more.

## TEACHER SUPPORT - 5'

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

### DRILLING PRACTICE

1. Você precisa tirar fotos desta caverna. / piscina natural / lago
2. Quantos hospitais tem na sua cidade? / pizzarias / ciclovias

3. Não tem muitas montanhas para escalar aqui. / lá / na minha cidade

**QUESTIONS |** Ask the student the following questions. Encourage further conversation.

1. Is there a bike lane in your city?
2. Do you want to take a picture with me?

**LISTEN AND PUT IN ORDER |** Check the student's answers for this activity. **Answer key:** 4 / 6 / 2 / 3 / 5 / 10 / 9 / 1 / 7 / 8

**GAME ON - DICTIONARY |** Play the game with the student or select another student to play with him / her. **Audio script:** lake / mountain / tent / sleeping bag / thirsty

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

### Should you have extra time

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

1. There are many lakes in your city.
2. There is a mountain we can climb.
3. There are some cool places to explore here.
4. I can take a picture of the cave.
5. His brother climbs mountains.

## LESSON 59

### LEARNING OBJECTIVES

- Can give orders and commands.
- Can suggest actions for recycling.
- Can understand what the 3 Rs are.

### GRAMMAR

- verbs in the imperative form.

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

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

**ASSESSMENT |** The student is asked questions in order to review the content of the previous lessons.  
**Audio script:** What is there to explore in your city? / Is there pollution and noise where you live? / Are there any bike lanes in your city?

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

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

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

#### Interactive Task Pronunciation Practice

The student reproduces the following words separately in order to reinforce the pronunciation: **eco-friendly** / **environment** / **trash** / **container** / **bottle**

#### Interactive Task Match the Sentences

In this activity, the student matches the questions in the left-hand column to the answers in the right-hand column. After that, he / she listens to the audio and says the sentences out loud.

**Answer key:** Does she recycle anything? - Yes, she does. She recycles plastic. / What do you want to buy? - I want to buy a can of soda. / How many metal bottles are there? - There are five. / What can we recycle? - We can recycle metal, glass, paper, and plastic.

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

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

#### WRITE SENTENCES IN ENGLISH (WORKBOOK) |

The student is guided to the Workbook to do the first sentence of the activity orally.

#### Interactive Task Grammar Check - English version

The student listens to questions or comments in English and answers them in English: **Can you turn off the lights, please?** / **Can I throw this paper away?**

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

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

**DID YOU KNOW? |** The student listens to the content of the section in the Student's Book and reproduces it. Then, he / she accesses the *Did You Know?* card on Wiz.me to watch the video and do the following activity: Choose the correct answer. **Answer key:** What do the 3Rs mean? **Reduce, reuse, and recycle.**

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

**HOMEWORK INSTRUCTIONS |** The student listens to the Homework instructions for the Workbook activities. These instructions are in Portuguese. Besides that, he / she is advised to do the Homework right after class and access Wiz.me to practice the sentences of *Oral Practice* on the *Speak Up!* card.

#### TEACHER SUPPORT - 5'

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

#### DRILLING PRACTICE

1. Plante árvores para ajudar o meio ambiente. / Recicle os recipientes plásticos / de metal
2. Ligue o telefone celular e espere, por favor. / computador / tablet
3. Não me ligue à noite. / depois das 10:00 / 11:00

# LESSON'S INSTRUCTIONS

**QUESTIONS |** Ask the student the following questions. Encourage further conversation.

1. What can we do to help the environment?
2. What materials can we recycle?

**PICTIONARY |** Check the sentences the student wrote about two of the *Pictionary* images from Wiz.me.

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

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

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

## Should you have extra time

Read the sentences and ask the student to change them according to the symbol.

1. Don't recycle the metal cans. (+)
2. Turn on the lights, please. (-)
3. Throw trash on the street! (-)
4. Don't turn off your cell phones. (+)
5. Don't reuse clean paper. (+)

## LESSON 60

### REITERATIVE LEARNING OBJECTIVES

- Can give and understand orders and commands.
- Can suggest actions for recycling.
- Can name some places in a city and places one can visit.

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

#### Interactive Task Content Review

The student listens to words or sentences to review what he / she learned in the previous lesson. He / she reproduces these sentences out loud: *We can plant trees to help our planet. / Turn off your cell phone and study for your test. / Can I throw this plastic bottle away? / Let's recycle the metal containers.*

**LISTEN AND COMPLETE |** The student listens to the audio passage three times. The first time, he / she just listens. The second time, he / she completes the questions in his / her book. The third time, he / she checks the answers while listening to the audio. Teacher checks the answers during Teacher Support.

#### Interactive Task

##### Image Phrase Type

The student drags the words to complete the dialogue. **Audio script:** *Is there anything we can do to help the environment, Sam? / Sure! We can ... paper, plastic, metal, and glass. / That's true! I think we can plant trees, too. / Great! Let's save our ...!*

**Answer key:** *recycle / planet*

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

#### Interactive Task

##### Lead in Text

The student listens to some incomplete sentences and clicks on the words on the screen to complete them. **Audio script:** *Let's help the environment. Reduce, Reuse, and ...! / We can ... some trees in the park. / Are there eco-friendly ... on your street?*

**Answer key:** *Recycle / plant / containers*

**READ AND ANSWER |** The student is guided to read the text in the Student's Book. After that, he / she answers the questions in his / her book. Teacher checks the answers during Teacher Support.

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

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

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

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

**HOMEWORK INSTRUCTIONS** | The student is guided to do the Homework on Wiz.me. Still on Wiz.me, he / she is advised to do the *Pronunciation Practice* on the *Speak Up!* card, to prepare the next lesson using the *Getting Ready!* card, and to use the *Pictionary* card to learn more.

## 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. Tem uma garrafa de água na geladeira? / suco / leite
2. Não jogue lixo na piscina natural. / lago / ilha
3. Ligue para o médico. / enfermeira / ambulância

**QUESTIONS** | Ask the student the following questions. Encourage further conversation.

1. Does your family recycle trash?
2. What do you usually reuse?

**LISTEN AND COMPLETE** | Check the student's answers for this activity. **Answer key:** a. we recycle cans / b. reuse plastic bottles / c. recycle / d. turn off the light / e. Is there a place, plant a tree / f. environment

**READ AND ANSWER** | Check the student's answers for this activity. **Answer key:** a. Most containers that we use. / b. No, we don't. / c. We can reuse the water to clean the backyard. / d. We have to turn off the lights.

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

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

### Should you have extra time

Ask the student to reproduce and complete the following sentences:

1. We can recycle ...
2. We don't need to buy ...
3. Let's ...
4. Don't ...
5. Turn off ...

## REVIEW 10

**PINPOINT** | The student observes the images and says what he / she sees. Then he / she listens to the audio and reproduces all the sentences. In case the student has any questions, he / she takes notes to talk to the teacher during Teacher Support.

### Interactive Task Pinpoint - Follow-up

The student listens to some sentences from the *Pinpoint*, rewrites them substituting the words in bold for other words learned in the previous lessons, and shows them to the teacher during Teacher Support.

**CONVERSATION PRACTICE** | The student listens to some questions, says them out loud, answers them in a notebook, and shows to the teacher during the Teacher Support.

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

### SELF-ASSESSMENT - STUDENT'S BOOK

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

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

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

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

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

**LET'S CHECK** | The student is guided to do the *Let's Check* card tasks on Wiz.me.

# LESSON'S INSTRUCTIONS

**HOW AM I DOING?** | The student is guided to do the Self-assessment on the *How Am I Doing?* card on Wiz.me.

**HOMEWORK INSTRUCTIONS** | The student listens to the Homework instructions for the Workbook activities. The instructions are in Portuguese.

**GETTING READY!** | The student is advised to prepare the next lesson using the *Getting Ready!* card on Wiz.me.

**WIZ.BATTLE** | The student is reminded to play the *Wiz.battle* games on Wiz.me.

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

## 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 places do you like to visit in your city?
2. Do you know any eco-friendly places? If so, mention some.
3. Do you practice the 3 Rs?

## INTERACTIVE TASK - PINPOINT - FOLLOW-UP |

Check the student's answers to the following sentences: What's there behind that hill? / Yes, we have a bottle of water and a carton of juice. / Let's recycle all the containers.

**CONVERSATION PRACTICE** | Check the student's answers to the following questions: How often do you go on a trip? / What do you like to take pictures of? / How can we help the environment? / Do you and your family recycle anything? / Can you sleep when there is noise? / How many bottles of water do you drink a day? / Is there traffic in your city? / What are the 3 Rs?

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

**LET'S GET AROUND** | Have the student present his / her dialogue to you or to role-play with another classmate.

**LEARNING OBJECTIVE CHECKING** | Check if the student marked the content he / she learned in this batch of lessons. Take this opportunity to reinforce what students have learned by asking for examples.

**HOMEWORK INSTRUCTIONS** | Check if the student has any questions about the Homework.

**WIZ MOCK** | Ask the student to hand in the *Wiz Mock* to you.

## Should you have extra time

Read the sentences and ask the student to change them according to the symbol.

1. I have long brown hair. (-)
2. Her eyes are blue. (?)
3. She doesn't take a pill when she has a headache. (+)
4. He needs to see a doctor. (?)
5. We don't need to call our doctor. (+)