



Global  
Scale of  
English

Fast-track your progress

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### IN THIS MATERIAL YOU WILL FIND:

- lesson Learning Objectives and grammar points;
- checking sentences or instructions for the Teacher Support.

**Remember this is a guide to be used only by teachers and coordinators. Students will have all the information they need in their audio material. Remind them to do the activities aloud. They should always start the class by listening to the audio material.**

**For Teacher Support, there are specific activities for this part of the session. According to your class's profile, select the ones or parts of them that will benefit students the most.**

### LESSON 301

#### LEARNING OBJECTIVES

- Can extract information, ideas, and opinions from highly specialized sources.
- Can follow presentations on abstract and complex topics.
- Can understand stories being told by a fluent speaker using colloquial language.
- Can demonstrate sensitivity to different viewpoints, also demonstrating a detailed understanding of each party's requirements for an agreement.
- Can write a clear summary of a complex factual text, maintaining its original tone and message.

#### GRAMMAR

- Modal verb *would* vs. *used to*.

#### TEACHER SUPPORT | CHECKING SENTENCES

1. He wouldn't stop targeting my dwarfism with biased comments. / derogatory / inappropriate
2. Their mutual choices would transform challenges into opportunities. / possibilities / solutions
3. **What would give you a new lease on life?**
4. What analogy could I use to make my explanation simpler? / clearer / easier
5. Dwarfism didn't use to be considered a symbol of empowerment. / recognized as / looked at as
6. **What situations would make you need to have a long fuse?**
7. She would struggle with self-doubt but overcame it with time. / effort / engagement
8. I used to notice what she wanted despite her humorous mood. / her crippling anxiety / her panicky mood

**Discussion** – Students listen to the audio and reproduce it out loud. Then they use the **Real Life** information to think about the answers. During the Teacher Support, check the answers the students prepared.

- Do you know any inspirational stories like the one told by Julie Genovese?
- What are some ways by which people can turn victimhood into empowerment?
- Why do you think so many people are increasingly looking for motivational help?

In this practice, encourage students to use relevant structures for their level and praise them for their work.

#### Other Activities

**Real Life** – This task was completed on the **Wiz.tab**. Check if students have any questions about this section.

#### SB answers:

How did Julie Genovese use to feel about herself?  
**She used to suffer physical pain, cruel bullying, and crippling self-doubt.**

Why does she use the “old oxygen mask” analogy?  
**Possible answer: To refer to taking care of yourself before taking care of anybody else.**

What does she claim has transformed her life?  
**Working hard to change her belief system from victimhood to empowerment.**

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 301**, and work on **Pronunciation Practice** and **Oral Practice**. They may also watch the video from this lesson again on the **Video card**, listen to the audio on the **Audio Pack card**, and have extra practice on the **Extra Activities card**.

## LESSON 302

### REITERATIVE LEARNING OBJECTIVES

- Can extract information, ideas, and opinions from highly specialized sources.
- Can follow presentations on abstract and complex topics.
- Can understand stories being told by a fluent speaker using colloquial language.
- Can demonstrate sensitivity to different viewpoints, also demonstrating a detailed understanding of each party's requirements for an agreement.
- Can write a clear summary of a complex factual text, maintaining its original tone and message.

### TEACHER SUPPORT | STUDENT'S BOOK ACTIVITIES

**Lines of Thinking** – In this activity, students listen to the audio and link the idea that will be presented to a line of thinking, theory, information, or personal experience they remember having heard of. They write down their ideas so you can discuss them during the Teacher Support. Encourage students to use the chunks of language from the **Useful Language box**. To make the conversation flow, feel free to ask questions using *when*, *where*, *why*, or *who*. Praise students for their work at the end of the activity.

**There and Around** – Students listen to some questions and reflect on the answers. Then they watch the video to have a general idea of what it is about. After that, they watch it again to take notes according to the instructions of the video and discuss them with you or a peer.

### Other Activities

**Fact or Opinion?** – Students listen to the audio and follow it on the screen. They say out loud whether they think the content of the audio is mostly based on facts or if it is basically an opinion. They should read the quotes and find evidence to support their answers. To become more aware of what indicates a fact or an opinion, the students listen to a conversation or to a person talking and click on the options they hear.

**Time to Intervene** – Students say out loud what communication problems they are aware of. Then they listen to the questions and reproduce

them out loud. After that, they listen to the audio. They should listen to the audio one more time and answer the questions out loud. To practice, students match the content from the boxes to make sentences related to the audio.

**UNLOCK** – This task was completed on the **Wiz.tab**. Check if students have any questions.

**Wiz.me** – Students are guided to access the **Personal Assistant** to watch the **There and Around** video on the **Video card**, listen to the class's audio on the **Audio Pack card**, and prepare for their next lesson with the **Class Prep card**.

## LESSON 303

### LEARNING OBJECTIVES

- Can understand most of a linguistically complex podcast.
- Can comment in detail on the content of a linguistically complex radio program or podcast in which people describe reactions or opinions.
- Can outline their interpretation of a character in a work: their psychological/emotional state, the motives for their actions, and the consequences of these actions.
- Can answer questions about abstract topics clearly and in detail.
- Can write essays and reports synthesizing information from a number of sources.

### GRAMMAR

- To be *likely/unlikely/bound to*.

### TEACHER SUPPORT | CHECKING SENTENCES

1. This sense of isolation is bound to spread quickly. / likely to / unlikely to
2. Are more epidemics bound to happen? / natural disasters / social issues
3. How can stigmatizing mental issues contribute to the experience of loneliness?
4. An active social life is crucial in terms of promoting longevity. / well-being / overall health
5. A robust family can provide a lot in terms of emotional support. / financial / psychological
6. How can prolonged isolation aggravate emotional problems and make them pervasive?

7. What are the culprits for people feeling isolated? / neglected / stressed
8. We should meet on a regular basis to make collective decisions. / on a daily basis / regularly

**Discussion** – Students listen to the audio and reproduce it out loud. Then they use the **Real Life** information to think about the answers. During the Teacher Support, check the answers the students prepared.

- Who or what is to blame for people's growing loneliness?
- Do you think it is fair to say that everyone needs moments of isolation? Justify your answer.
- What is your view on Laurie saying "[...] more and more we're connecting through our technology, but that means missing out on the kinds of connections we can experience in real life?"

In this practice, encourage students to use relevant structures for their level and praise them for their work.

### Other Activities

**Real Life** – This task was completed on the **Wiz.tab**. Check if students have any questions about this section.

### SB answers:

How does Laurie Santos compare the rates of loneliness to diabetes and obesity?

According to Laurie, rates of loneliness are worse than rates of obesity and diabetes.

What does she mention as being the culprits of loneliness?

The cell phone, the time spent on social media, and the lack of time.

According to Laurie Santos, what habits can we bring from the past to re-establish social connections?

She suggests that we go to places where we meet friends, like a bowling league, for example.

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 303**, and work on **Pronunciation Practice** and **Oral Practice**. They may also listen to the audio on the **Audio Pack card** and have extra practice on the **Extra Activities card**.

## LESSON 304

### REITERATIVE LEARNING OBJECTIVES

- Can understand most of a linguistically complex podcast.
- Can comment in detail on the content of a linguistically complex radio program or podcast in which people describe reactions or opinions.
- Can outline their interpretation of a character in a work: their psychological/emotional state, the motives for their actions, and the consequences of these actions.
- Can answer questions about abstract topics clearly and in detail.
- Can write essays and reports synthesizing information from a number of sources.

### TEACHER SUPPORT | STUDENT'S BOOK ACTIVITIES

**Intercultural Encounter** – Students look at the pictures and then say what they see and what they represent. Next, they listen and reproduce the statement below the pictures out loud. Students should say how the statement is related to the pictures. After that, they listen to four audio extracts and check their predictions. They listen to the audio one more time and answer the question in their books, giving reasons to support their opinions. Finally, they are instructed to pay attention to the topic of discussion and take notes in order to discuss it during the Teacher Support. To complement the exercise, on the **Wiz.tab**, they listen to why a passage can or can't justify the sentence.

### Other Activities

**What's on the Chart?** – Students have a look at the title, subtitle, and chart(s) in the Student's Book. They say what they see and what they think the topic of the discussion is. After that, they listen to the content of the **Useful Language** box and say it out loud. Then they look at the chart(s), interpret the report data using the **Useful Language** content, and justify their interpretations. Finally, they listen to some statements about the chart(s) and mark them as True or False according to the data shown.

**Your Critical Notes** – Students look at the image and say if they know what it refers to. Then they take notes in their books according to their views on the topic.

**There and Around** – Students are instructed to recap their notes from the previous lesson. Then they watch the video to have a general idea of what it is about. After that, they watch it again and proceed according to the instructions given to start their production. Check if students have any questions.

**UNLOCK** – This task was completed on the **Wiz.tab**. Check if students have any questions.

**Wiz.me** – Students are guided to access the **Personal Assistant** to watch the **There and Around video** on the **Video card**, listen to the class's audio on the **Audio Pack card**, and prepare for their next lesson with the **Class Prep card**.

## LESSON 305

### LEARNING OBJECTIVES

- Can infer meaning, opinion, attitude, etc. in fast-paced conversations between fluent speakers.
- Can critically evaluate a writer's choice of words to express nuances of meaning in an argumentative text.
- Can show sensitivity to different perspectives within a group, acknowledging contributions and formulating any reservations, disagreements, or criticisms in such a way as to avoid or minimize any offense.
- Can confidently argue a case in writing, specifying needs and objectives precisely and justifying them as necessary.

### GRAMMAR

- No article, *an, a, the*.

### TEACHER SUPPORT | CHECKING SENTENCES

1. We have decided to categorize problems by how they originate. / issues / mistakes
2. After all the adrenaline, they reached a consensus on what to do. / where to go / when to leave
3. What brings you out in a cold sweat?
4. Starting a new job can be a daunting prospect. / Speaking in public / Moving abroad
5. Her feelings of exhilaration filled me with embarrassment. / feelings of happiness / feelings of sadness
6. What holds you back from trying new things out?

7. Constant stress can have a debilitating effect on one's mental health. / physical / emotional
8. How could he overcome such a traumatic experience? / fear / phobia

**Discussion** – Students listen to the audio and reproduce it out loud. Then they use the **Real Life** information to think about the answers. During the Teacher Support, check the answers the students prepared.

- An adrenaline junkie will always surround themselves with situations that test their strength.
- Overcoming fear and facing daunting situations empower individuals to break free from limitations.
- The difference between being fearless and irresponsible lies in how one approaches challenges.

In this practice, encourage students to use relevant structures for their level and praise them for their work.

### Other Activities

**Real Life** – This task was completed on the **Wiz.tab**. Check if students have any questions about this section.

### SB answers:

Why does the writer use the term "self-reinforcing" and the example of the sight of a spider?

Possible answer: To make a point about how a traumatic experience tends to strengthen fear and turn it into a phobia.

What can be the root cause of social embarrassment?

It may originate from traumatic childhood experiences, when social pressure can be at its strongest.

What's a good trick to overcome fear?

You should convince yourself that you're excited. According to scientific consensus, it's possible to change emotions simply by changing your interpretation.

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 305**, and work on **Pronunciation Practice** and **Oral Practice**. They may also listen to the audio on the **Audio Pack card** and have extra practice on the **Extra Activities card**.

## LESSON 306

## REITERATIVE LEARNING OBJECTIVES

- Can infer meaning, opinion, attitude, etc. in fast-paced conversations between fluent speakers.
- Can critically evaluate a writer's choice of words to express nuances of meaning in an argumentative text.
- Can show sensitivity to different perspectives within a group, acknowledging contributions and formulating any reservations, disagreements, or criticisms in such a way as to avoid or minimize any offense.
- Can confidently argue a case in writing, specifying needs and objectives precisely and justifying them as necessary.

## TEACHER SUPPORT | STUDENT'S BOOK ACTIVITIES

**Argue Your Case** – Students look at the image and predict what the audio passage is about. After listening to the audio for general understanding, they answer out loud what the topic of the audio is. Then they listen again and take notes of important arguments presented by the speaker to build an argument to contradict him/her, even if they agree with his/her opinion. Students present it during the Teacher Support.

## Other Activities

**What's Trending Today?** – Students look at the picture and say out loud things related to what they see. Then they answer the question from the book out loud and are instructed to use smartphones to search for more information. On the **Wiz.tab**, they read a text related to the theme and fill in the gaps with the missing words.

**Did You Overhear That?** – Students listen to the questions in order to predict what they'll hear and say their ideas out loud. Then they listen to the audio and pay attention to the meaning and intonation in the conversation. They listen to the audio a second time and mark the answers in their books. Finally, they listen to the audio once more, complete the activity on the **Wiz.tab**, and correct the answers in their books.

**There and Around** – Students are instructed to recap their notes from the previous lesson. Then they watch the video to have a general idea of what it is about. After that, they watch it again and proceed according to the instructions given

to refine and finish their production. Check if students have any questions.

**UNLOCK** – This task was completed on the **Wiz.tab**. Check if students have any questions.

**Wiz.me** – Students are guided to access the **Personal Assistant** to watch the **There and Around** video on the **Video Card**, listen to the class's audio on the **Audio Pack card**, and prepare for their next lesson with the **Class Prep card**.

## REVIEW – INSPIRATIONAL

## TEACHER SUPPORT

**Pinpoint** – Students listen to the text and read it out loud. Then they listen and follow the content of the **Getting the most out of the language box**. Next, they listen to the question and answer it out loud, using the content from the **Getting the most out of the language box**. Then students listen and pay attention to a testimonial on the same topic and think about suggestions for action, taking notes if needed. To check comprehension, students listen to the audio and choose the correct answers. Finally, students read four questions about the topic, which will make them reflect and propose actions to help the speaker. During the Teacher Support, students tell the teacher their answers/ideas. Encourage them to use the vocabulary and structures learned throughout the batch. Praise them for their work.

## Self-assessment

1. What happens to our bodies when we feel panicky?
2. How are self-help books likely to help transform people's lives?
3. How do you tend to deal with daunting tasks?
4. How difficult is it to reach a consensus with your family members or co-workers?
5. What brings you out in a cold sweat?

**There and Around** – Students review the final version of the work they prepared in the previous Output Lessons of the batch. They make the adjustments needed for the presentation during the Teacher Support.

## Other Activities

**Self-assessment in the Student's Book** – This section will be completed on the **Wiz.tab**. Check the options students marked for the can-do statements. Then ask them if they have any questions and what they need to do to improve

their learning. Also, use this moment and information to prepare a review of these L.O.s in the following lessons, to recommend remedial classes, or extra practice in the **Study Hall** if needed.

**Written Part** – Collect the sheets from students' Workbooks to correct them.

**Wiz.me** – Students are guided to practice the content from this batch on the **Let's Check card**, listen to the content on the **Audio Pack card**, and check their development on the **Self-Assessment card**. They should also get ready for the next class by doing the **Class Prep card**.

## LESSON 307

### LEARNING OBJECTIVES

- Can understand the details of extended and linguistically complex talks on a range of political, environmental, and social issues.
- Can explain technical terminology and difficult concepts when communicating with non-experts about matters within their field of specialization.
- Can identify inferred meaning in a linguistically complex text.
- Can paraphrase and interpret complex, technical texts, using suitably non-technical language for a recipient who does not have specialist knowledge.

### GRAMMAR

- Verb tense review: Simple Present, Present Continuous, Present Perfect, Present Perfect Continuous.

### TEACHER SUPPORT | CHECKING SENTENCES

1. He mixed the distilled chemicals to create a perfect blend. / biofuels / drop-in fuels
2. To put it into context, the company's been certified sustainable. / capable / successful
3. How can a government bridge sustainability and economy?
4. Do governments offer tax incentives to sustainability projects? / renewable energy / charity
5. Businesses that adopt sustainable practices often get incentives. / benefits / visibility
6. How have synthetic materials been impacting the environment?

7. Companies claim that an immediate transition is not advisable. / possible / viable
8. Scaling up renewable energy capacity is key. / Preserving ecosystems / Protecting the environment

**Discussion** – Students listen to the audio and reproduce it out loud. Then they use the **Real Life** information to think about the answers. During the Teacher Support, check the answers the students prepared.

- How do you think the adoption of SAF could be scaled up?
- What other kinds of innovative incentive programs could promote environmentally responsible practices in transportation?
- How can we help raise the visibility of the need to make transportation, in general, more sustainable?

In this practice, encourage students to use relevant structures for their level and praise them for their work.

### Other Activities

**Real Life** – This task was completed on the **Wiz.tab**. Check if students have any questions about this section.

### SB answers:

How is Boeing™ integrating SAF into its planes, and what are its SAF goals for the future?

Boeing™ wants to use it as a drop-in fuel for its aircraft and to have all delivered planes certified for 100 percent SAF use by 2030.

What's the current adoption status of SAF in aviation, and what challenges are there in its usage?

Currently, SAF accounts for less than one percent of global jet fuel usage and costs significantly more than traditional fuel.

Why is "ramping up bio-based SAF production" causing concern among environmentalists?

Because of land usage change and deforestation as the demand for this fuel grows.

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 307**, and work on **Pronunciation Practice** and **Oral Practice**. They may also watch the video from this lesson again on the **Video card**, listen to the audio on the **Audio Pack card**, and have extra practice on the **Extra Activities card**.

## LESSON 308

## REITERATIVE LEARNING OBJECTIVES

- Can understand the details of extended and linguistically complex talks on a range of political, environmental, and social issues.
- Can explain technical terminology and difficult concepts when communicating with non-experts about matters within their field of specialization.
- Can identify inferred meaning in a linguistically complex text.
- Can paraphrase and interpret complex, technical texts, using suitably non-technical language for a recipient who does not have specialist knowledge.

TEACHER SUPPORT |  
STUDENT'S BOOK ACTIVITIES

**Lines of Thinking** – In this activity, students listen to the audio and link the idea that will be presented to a line of thinking, theory, information, or personal experience they remember having heard of. They write down their ideas so you can discuss them during the Teacher Support. Encourage students to use the chunks of language from the **Useful Language** box. To make the conversation flow, feel free to ask questions using *when*, *where*, *why*, or *who*. Praise students for their work at the end of the activity.

**Intercultural Encounter** – Students look at the pictures and then say what they see and what they represent. Next, they listen and reproduce the statement below the pictures out loud. Students should say how the statement is related to the pictures. After that, they listen to four audio extracts and check their predictions. They listen to the audio one more time and answer the question in their books, giving reasons to support their opinions. Finally, they are instructed to pay attention to the topic of the discussion and take notes in order to discuss it during the Teacher Support. To complement the exercise, on the **Wiz.tab**, they listen to why a passage can or can't justify the sentence.

**There and Around** – Students listen to some questions and reflect on the answers. Then they watch the video to have a general idea of what it is about. After that, they watch it again to take notes according to the instructions of the video and discuss them with you or a peer.

## Other Activities

**What's on the Chart?** – Students have a look at the title, subtitle, and chart(s) in the Student's Book. They say what they see and what they think the topic of the discussion is. After that, they listen to the content of the **Useful Language** box and say it out loud. Then they look at the chart(s), interpret the report data using the **Useful Language** content, and justify their interpretations. Finally, they listen to some statements about the chart(s) and mark them as True or False according to the data shown.

**UNLOCK** – This task was completed on the **Wiz.tab**. Check if students have any questions.

**Wiz.me** – Students are guided to access the **Personal Assistant** to watch the **There and Around** video on the **Video card**, listen to the class's audio on the **Audio Pack card**, and prepare for their next lesson with the **Class Prep card**.

## LESSON 309

## LEARNING OBJECTIVES

- Can follow complex arguments on topics that are not very familiar to them.
- Can extract information, ideas, and opinions from highly specialized sources.
- Can contribute to group discussions even when speech is fast and colloquial.
- Can express themselves fluently in writing, adapting the level of formality to the context.

## GRAMMAR

- Verbs that take both gerunds and infinitives with a change in meaning.

TEACHER SUPPORT |  
CHECKING SENTENCES

1. I remember seeing poachers in the conservation area. / conservationists / researchers
2. The outcomes of the extinction of this species are unpredictable. / effects / results
3. How can we try to reverse human-inflicted damage to the environment?
4. Resurrected species may not survive in altered habitats. / Endangered / Vulnerable
5. Stop telling your descendants that it's not worth fighting. / trying / taking risks

6. What's your opinion about altering genomes to make replicas of extinct animals?
7. You must stop diverting funds from philanthropic projects. / humanitarian aid / environmental
8. Economic issues will take center stage at the next conference. / Social / Political

**Discussion** – Students listen to the audio and reproduce it out loud. Then they use the **Real Life** information to think about the answers. During the Teacher Support, check the answers the students prepared.

- In your opinion, is investing in de-extinction projects effective when it comes to protecting biodiversity?
- How can we mitigate biodiversity loss caused by human-inflicted activities?
- What's your opinion on releasing resurrected species into altered ecosystems?

In this practice, encourage students to use relevant structures for their level and praise them for their work.

## Other Activities

**Real Life** – This task was completed on the **Wiz.tab**. Check if students have any questions about this section.

### SB answers:

What does Colossal Biosciences™ claim its aim is?  
**To reverse human-inflicted biodiversity loss and bring additional species to the planet.**

What's the warning given by scientists and conservationists about de-extinction?

**They say its effects can be unpredictable, besides mentioning ethical issues.**

What does the speaker mean when he says that "the return species will be lookalikes"?

**He means that the species won't be genetic copies of their originals but look like them.**

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 309**, and work on **Pronunciation Practice** and **Oral Practice**. They may also listen to the audio on the **Audio Pack card** and have extra practice on the **Extra Activities card**.

## LESSON 310

### REITERATIVE LEARNING OBJECTIVES

- Can follow complex arguments on topics that are not very familiar to them.
- Can extract information, ideas, and opinions from highly specialized sources.
- Can contribute to group discussions even when speech is fast and colloquial.
- Can express themselves fluently in writing, adapting the level of formality to the context.

### TEACHER SUPPORT | STUDENT'S BOOK ACTIVITIES

**Argue Your Case** – Students look at the image and predict what the audio passage is about. After listening to the audio for general understanding, they answer out loud what the topic of the audio is. Then they listen again and take notes of important arguments presented by the speaker to build an argument to contradict him/her, even if they agree with his/her opinion. Students present it during the Teacher Support.

### Other Activities

**Fact or Opinion?** – Students listen to the audio and follow it on the screen. They say out loud whether they think the content of the audio is mostly based on facts or if it is basically an opinion. They should read the quotes and find evidence to support their answers. To become more aware of what indicates a fact or an opinion, the students listen to a conversation or to a person talking and click on the options they hear.

**Time to Intervene** – Students say out loud what communication problems they are aware of. Then they listen to the questions and reproduce them out loud. After that, they listen to the audio. They should listen to the audio one more time and answer the questions out loud. To practice, students match the content from the boxes to make sentences related to the audio.

**There and Around** – Students are instructed to recap their notes from the previous lesson. Then they watch the video to have a general idea of what it is about. After that, they watch it again and proceed according to the instructions given to start their production. Check if students have any questions.

**UNLOCK** – This task was completed on the **Wiz.tab**. Check if students have any questions.

**Wiz.me** – Students are guided to access the **Personal Assistant** to watch the **There and Around video** on the **Video card**, listen to the class's audio on the **Audio Pack card**, and prepare for their next lesson with the **Class Prep card**.

### LESSON 311

#### LEARNING OBJECTIVES

- Can understand the details of long, complex texts in their field without needing to reread.
- Can paraphrase and interpret complex, technical texts using suitably non-technical language.
- Can describe in detail their personal interpretation of a work, outlining their reactions to certain features and explaining their significance.
- Can summarize and comment on the content of a linguistically complex text.
- Can write an accurate summary of a complex, discursive text.

#### GRAMMAR

- Compound adjectives containing verbs.

#### TEACHER SUPPORT | CHECKING SENTENCES

1. The initial expenditure on sustainability may seem off-putting. / forward-thinking / far-ranging
2. There are embedded green practices in our company's aspirations. / green solutions / green attitudes
3. How can entrepreneurs bolster their companies' reputation?
4. Acquiring eco-credentials is a considerable enhancement. / improvement / advantage
5. The company's forward-thinking initiatives are in full swing. / strategies / practices
6. What attitude can have a knock-on impact on a company's operational efficiency?
7. The constant enhancement will make the company flourish. / grow / develop
8. The marketing on sustainability will bolster the business. / enhance / strengthen

**Discussion** – Students listen to the audio and reproduce it out loud. Then they use the **Real Life** information to think about the answers. During the Teacher Support, check the answers the students prepared.

- Investing in sustainability should not be seen as an expenditure but as an aspiration for a better world.
- Balancing the short-term costs of being more sustainable with long-term environmental and economic advantages might be too challenging for companies.
- Governments should be more supportive of companies' transition to more sustainable practices.

In this practice, encourage students to use relevant structures for their level and praise them for their work.

#### Other Activities

**Real Life** – This task was completed on the **Wiz.tab**. Check if students have any questions about this section.

#### SB answers:

How have business strategies and corporate cultures changed?

The embedded notion of "green" became part of them, with a growing emphasis on eco-credentials as a mark of distinction.

How can a shift toward sustainability benefit a company?

It can bolster a company's public image, attract a growing number of eco-conscious consumers, and has the potential to increase profits.

What are the pros and cons of supporting green endeavors?

The expenditure can be off-putting, but it can lead to substantial long-term benefits and enhancements, such as reducing a company's environmental footprint.

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 311**, and work on **Pronunciation Practice** and **Oral Practice**. They may also listen to the audio on the **Audio Pack card** and have extra practice on the **Extra Activities card**.

## LESSON 312

### REITERATIVE LEARNING OBJECTIVES

- Can understand the details of long, complex texts in their field without needing to reread.
- Can paraphrase and interpret complex, technical texts using suitably non-technical language.
- Can describe in detail their personal interpretation of a work, outlining their reactions to certain features and explaining their significance.
- Can summarize and comment on the content of a linguistically complex text.
- Can write an accurate summary of a complex, discursive text.

### TEACHER SUPPORT | STUDENT'S BOOK ACTIVITIES

**Controversy** – Students start the activity by listening to the statement in their books and reproducing it out loud. Then they follow the same procedure for the content in the **Useful Language** box. Students should use this content to defend their side even if they personally don't agree with it. During the Teacher Support, ask students to justify their answers. Give arguments to contradict them so you can have a quick debate. Praise students for their work at the end of the activity.

### Other Activities

**Your Critical Notes** – Students look at the image and say whether they know what it refers to. Then they take notes in their books according to their views on the topic.

**Into the Real World** – Students read the questions and say what the main topic of the audio passage is. Then they listen to the audio attentively and check their answer. After that, they read the questions and listen to the audio one more time in order to answer them. Finally, on the **Wiz.tab**, they match the sentence halves.

**There and Around** – Students are instructed to recap their notes from the previous lesson. Then they watch the video to have a general idea of what it is about. After that, they watch it again and proceed according to the instructions given to refine and finish their production. Check if students have any questions.

**UNLOCK** – This task was completed on the **Wiz.tab**. Check if students have any questions.

**Wiz.me** – Students are guided to access the

**Personal Assistant** to watch the **There and Around** video on the Video card, listen to the class's audio on the **Audio Pack card**, and prepare for their next lesson with the **Class Prep card**.

### REVIEW – SUSTAINABILITY

### TEACHER SUPPORT

**Pinpoint** – Students listen to the text and read it out loud. Then they listen and follow the content of the **Getting the most out of the language** box. Next, they listen to the question and answer it out loud, using the content from the **Getting the most out of the language** box. Then students listen and pay attention to a testimonial on the same topic and think about suggestions for action, taking notes if needed. To check comprehension, students listen to the audio and choose the correct answers. Finally, students read four questions about the topic, which will make them reflect and propose actions to help the speaker. During the Teacher Support, students tell the teacher their answers/ideas. Encourage them to use the vocabulary and structures learned throughout the batch. Praise them for their work.

### Self-assessment

1. What do you remember hearing about the future of the planet when you were a child?
2. What are some off-putting attitudes toward sustainability?
3. What's a fast-growing green company in your country?
4. In your opinion, can an economy flourish today without prioritizing sustainability? Why or why not?
5. What should we stop doing to protect endangered species from extinction?

**There and Around** – Students review the final version of the work they prepared in the previous Output Lessons of the batch. They make the adjustments needed for the presentation during the Teacher Support.

### Other Activities

**Self-assessment in the Student's Book** – This section will be completed on the **Wiz.tab**. Check the options students marked for the can-do statements. Then ask them if they have any questions and what they need to do to improve their learning. Also, use this moment and information to prepare a review of these L.O.s in the following lessons, to recommend remedial classes, or extra practice in the **Study Hall** if needed.

**Written Part** – Collect the sheets from students' Workbooks to correct them.

**Wiz.me** – Students are guided to practice the content from this batch on the **Let's Check card**, listen to the content on the **Audio Pack card**, and check their development on the **Self-Assessment card**. They should also get ready for the next class by doing the **Class Prep card**.

## LESSON 313

### LEARNING OBJECTIVES

- Can follow a fast-paced conversation between fluent speakers well enough to be able to contribute.
- Can identify examples that support a particular interpretation of a linguistically complex text.
- Can answer questions about abstract topics clearly and in detail.
- Can substitute an equivalent term for familiar words and expressions.
- Can confidently argue a case in writing, specifying needs and objectives precisely and justifying them as necessary.

### GRAMMAR

- *But for* to give reasons.

## TEACHER SUPPORT | CHECKING SENTENCES

1. But for a few ads, the Internet isn't overly monetized. / metaverse / social media
2. Internet browsing is smooth but for the high number of banner ads. / ad blockers / viruses
3. How are individuals susceptible to privacy issues in the metaverse?
4. The avatar looked dreadfully realistic. / metaverse city / metaverse landscape
5. The Internet's auspicious growth accelerated their business. / metaverse's / e-commerce's
6. What should we do to avoid jumping to conclusions?
7. I agree that the metaverse will be embraced to a certain extent. / e-commerce / new social media
8. AI can accelerate progress in multiple sectors. / the metaverse / a digital world

**Discussion** – Students listen to the audio and reproduce it out loud. Then they use the **Real Life** information to think about the answers. During the Teacher Support, check the answers the students prepared.

- How can the metaverse change our daily lives, and what are its pros and cons?
- What ethical concerns arise with the development of the metaverse regarding privacy and security?
- Do you agree that, but for the metaverse, our virtual experiences would remain limited and disconnected from our physical reality? Why or why not?

In this practice, encourage students to use relevant structures for their level and praise them for their work.

### Other Activities

**Real Life** – This task was completed on the **Wiz.tab**. Check if students have any questions about this section.

### SB answers:

What's Philip Rosedale's view on having an advertising-based company leading the metaverse?

He believes it's dreadfully dangerous to move the advertisement from the 2D online world to the 3D metaverse.

What's Rosedale's main concern about having an advertising-based business in his company?

His main concern is that people won't be able to know where ads are, and they won't be able to use ad blockers.

According to Rosedale, what are the dangers of using headphones, VR headsets, and other technological gadgets?

He claims that the information these gadgets can have about a person is horrifically beyond what they have today if an ad-based company is in charge of the metaverse.

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 313**, and work on **Pronunciation Practice** and **Oral Practice**. They may also watch the video from this lesson again on the **Video card**, listen to the audio on the **Audio Pack card**, and have extra practice on the **Extra Activities card**.

## LESSON 314

### REITERATIVE LEARNING OBJECTIVES

- Can follow a fast-paced conversation between fluent speakers well enough to be able to contribute.
- Can identify examples that support a particular interpretation of a linguistically complex text.
- Can answer questions about abstract topics clearly and in detail.
- Can substitute an equivalent term for familiar words and expressions.
- Can confidently argue a case in writing, specifying needs and objectives precisely and justifying them as necessary.

### TEACHER SUPPORT | STUDENT'S BOOK ACTIVITIES

**Controversy** – Students start the activity by listening to the statement in their books and reproducing it out loud. Then they follow the same procedure for the content in the **Useful Language** box. Students should use this content to defend their side even if they personally don't agree with it. During the Teacher Support, ask students to justify their answers. Give arguments to contradict them so you can have a quick debate. Praise students for their work at the end of the activity.

### Other Activities

**Your Critical Notes** – Students look at the image and say whether they know what it refers to. Then they take notes in their books according to their views on the topic.

**Time to Intervene** – Students say out loud what communication problems they are aware of. Then they listen to the questions and reproduce them out loud. After that, they listen to the audio. They should listen to the audio one more time and answer the questions out loud. To practice, students match the content from the boxes to make sentences related to the audio.

**There and Around** – Students listen to some questions and reflect on the answers. Then they watch the video to have a general idea of what it is about. After that, they watch it again to take notes according to the instructions of the video and discuss them with you or a peer.

**UNLOCK** – This task was completed on the **Wiz.tab**. Check if students have any questions.

**Wiz.me** – Students are guided to access the **Personal Assistant** to watch the **There and Around** video on the **Video card**, listen to the class's audio on the **Audio Pack card**, and prepare for their next lesson with the **Class Prep card**.

## LESSON 315

### LEARNING OBJECTIVES

- Can understand the details in a linguistically complex audio recording.
- Can critically evaluate a writer's choice of words to express nuances of meaning in an argumentative text.
- Can summarize and comment on the content of a linguistically complex text.
- Can participate in linguistically complex discussions about attitudes and opinions.
- Can take notes to summarize the key points made during a technical or linguistically complex discussion.

### GRAMMAR

- Language used for speculating.

### TEACHER SUPPORT | CHECKING SENTENCES

1. I suppose this data hasn't been authenticated yet. / document / transaction
2. It makes me think that children are exposed to contamination. / risks / danger
3. How can the Internet play a role in exposing corporate frauds?
4. Supply chain operations can be optimized, which in turn increases profitability. / productivity / financial performance
5. The use of technology allows us to tap into precise mapping. / accurate / reliable
6. Have you ever considered seeking consultancy services for your projects?
7. They worked on the company's inability to adapt to the market. / industry trends / increased demand
8. It might suggest that the product recall impacted the company's credibility. / reputation / sales

**Discussion** – Students listen to the audio and reproduce it out loud. Then they use the **Real Life** information to think about the answers. During the Teacher Support, check the answers the students prepared.

- Would you say that technology is an ally or enemy of sustainability? Justify.
- How can initiatives like the one in Zambia help not only farmers but anyone in a supply chain?
- What are some cons of digital technology for a supply chain?

**Possible answers:** Data security, high initial costs, etc.

In this practice, encourage students to use relevant structures for their level and praise them for their work.

### Other Activities

**Real Life** – This task was completed on the **Wiz.tab**. Check if students have any questions about this section.

### SB answers:

What makes it difficult for smallholders to obtain credit in developing countries?

**The inability to hold a record of transactions, which exposes them to predatory lenders.**

How is blockchain technology helping Zambian farmers change this situation?

**Farmers can access records of their sales on their mobile phones, which allows them to build a history so they can obtain secure loans and win contracts.**

Why does the speaker use “a snowflake, a digital thumbprint, or authentication” when he talks about certification houses and assets?

**Because they exemplify the uniqueness of assets authenticated by blockchain sensors and other digital technologies.**

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 315**, and work on **Pronunciation Practice** and **Oral Practice**. They may also listen to the audio on the **Audio Pack card** and have extra practice on the **Extra Activities card**.

### LESSON 316

#### REITERATIVE LEARNING OBJECTIVES

- Can understand the details in a linguistically complex audio recording.
- Can critically evaluate a writer’s choice of words to express nuances of meaning in an argumentative text.
- Can summarize and comment on the content of a linguistically complex text.
- Can participate in linguistically complex discussions about attitudes and opinions.
- Can take notes to summarize the key points made during a technical or linguistically complex discussion.

### TEACHER SUPPORT | STUDENT’S BOOK ACTIVITIES

**Lines of Thinking** – In this activity, students listen to the audio and link the idea that will be presented to a line of thinking, theory, information, or personal experience they remember having heard of. They write down their ideas so you can discuss them during the Teacher Support. Encourage students to use the chunks of language from the **Useful Language** box. To make the conversation flow, feel free to ask questions using *when*, *where*, *why*, or *who*. Praise students for their work at the end of the activity.

### Other Activities

**Did You Overhear That?** – Students listen to the questions in order to predict what they’ll hear and say their ideas out loud. Then they listen to the audio and pay attention to the meaning and intonation in the conversation. They listen to the audio a second time and mark the answers in their books. Finally, they listen to the audio once more, complete the activity on the **Wiz.tab**, and correct the answers in their books.

**What’s on the Chart?** – Students have a look at the title, subtitle, and chart(s) in the Student’s Book. They say what they see and what they think the topic of the discussion is. After that, they listen to the content of the **Useful Language** box and say it out loud. Then they look at the chart(s), interpret the report data using the **Useful Language** content, and justify their interpretations. Finally, they listen to some statements about the chart(s) and mark them as True or False according to the data shown.

**There and Around** – Students are instructed to recap their notes from the previous lesson. Then they watch the video to have a general idea of what it is about. After that, they watch it again and proceed according to the instructions given to start their production. Check if students have any questions.

**UNLOCK** – This task was completed on the **Wiz.tab**. Check if students have any questions.

**Wiz.me** – Students are guided to access the **Personal Assistant** to watch the **There and Around video** on the **Video card** and listen to the class's audio on the **Audio Pack card**, and prepare for their next lesson with the **Class Prep card**.

## LESSON 317

### LEARNING OBJECTIVES

- Can extract information, ideas, and opinions from highly specialized sources.
- Can identify inferred meaning in a linguistically complex text.
- Can identify examples that support a particular interpretation of a linguistically complex audio passage.
- Can describe the details of problem-solution relationships using a range of linguistic devices.
- Can answer questions about abstract topics clearly and in detail.
- Can summarize in writing a long and complex text for a specific audience, respecting the style and register of the original.

### GRAMMAR

- Uses of the infinitive.

### TEACHER SUPPORT | CHECKING SENTENCES

1. The convoy of trucks traveled along the elevated guideway. / highway / track
2. He knows how to coin new phrases for being creative. / concepts / terms
3. How can businesses use technology to propel themselves into the digital era?
4. The shape of the car is essential to minimize drag. / issues / friction
5. The magnetic levitation system is used to help pods glide through tubes. / mechanism / setup
6. How can transportation companies pump out efficiency in their operations?

7. The linear model of growth was chosen to replace data. / thought / developed
8. The group put forward a new theory to explain friction. / electromagnetic induction / aerodynamic drag reduction

**Discussion** – Students listen to the audio and reproduce it out loud. Then they use the **Real Life** information to think about the answers. During the Teacher Support, check the answers the students prepared.

- Revolutionary advancements in long-distance transportation technology, such as the one mentioned in the text (above), might be seen in an overly positive light.
- The hyperloop system may intensify social inequalities by potentially being a high-cost service accessible only to the wealthy.
- Despite the hyperloop system's claims to be environmentally sustainable, serious environmental concerns could be posed during the construction anyway.

In this practice, encourage students to use relevant structures for their level and praise them for their work.

### Other Activities

**Real Life** – This task was completed on the **Wiz.tab**. Check if students have any questions about this section.

### SB answers:

Why didn't the "vacuum tunnel" proposed by engineers to connect England and India in 1825 succeed?

Because there were no suitable materials to build such a tube.

What technologies enable the hyperloop pods to move at high speeds with low friction?

Vacuum tubes, magnetic levitation, and linear induction motors.

How are passengers' safety and environmental sustainability ensured by the hyperloop's design and materials?

An airlock protects passengers; pods/vehicles are not affected by changes in the weather, are not physically connected, and create zero direct carbon emissions, etc.

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 317**, and work on **Pronunciation Practice** and **Oral Practice**. They may also listen to the audio on the **Audio Pack card** and have extra practice on the **Extra Activities card**.

## LESSON 318

## REITERATIVE LEARNING OBJECTIVES

- Can extract information, ideas, and opinions from highly specialized sources.
- Can identify inferred meaning in a linguistically complex text.
- Can identify examples that support a particular interpretation of a linguistically complex audio passage.
- Can describe the details of problem-solution relationships using a range of linguistic devices.
- Can answer questions about abstract topics clearly and in detail.
- Can summarize in writing a long and complex text for a specific audience, respecting the style and register of the original.

TEACHER SUPPORT |  
STUDENT'S BOOK ACTIVITIES

**Intercultural Encounter** – Students look at the pictures and then say what they see and what they represent. Next, they listen and reproduce the statement below the pictures out loud. Students should say how the statement is related to the pictures. After that, they listen to four audio extracts and check their predictions. They listen to the audio one more time and answer the question in their books, giving reasons to support their opinions. Finally, they are instructed to pay attention to the topic of the discussion and take notes in order to discuss it during the Teacher Support. To complement the exercise, on the **Wiz.tab**, they listen to why a passage can or can't justify the sentence.

**Case Study** – Students begin this activity by reading the titles of each case they will listen to and by predicting what they are about. Then they listen to the two speakers presenting their case. Students think of possible solutions for the problems presented and take notes. During the Teacher Support, listen to their ideas, comment on them, and share your own thoughts so you can delve deeper into the subject. Praise students for their work after you finish the activity.

**Other Activities**

**Fact or Opinion?** – Students listen to the audio and follow it on the screen. They say out loud whether they think the content of the audio is mostly based on facts or if it is basically an

opinion. They should read the quotes and find evidence to support their answers. To become more aware of what indicates a fact or an opinion, the students listen to a conversation or to a person talking and click on the options they hear.

**There and Around** – Students are instructed to recap their notes from the previous lesson. Then they watch the video to have a general idea of what it is about. After that, they watch it again and proceed according to the instructions given to refine and finish their production. Check if students have any questions.

**UNLOCK** – This task was completed on the **Wiz.tab**. Check if students have any questions.

**Wiz.me** – Students are guided to access the **Personal Assistant** to watch the **There and Around video** on the **Video card**, listen to the class's audio on the **Audio Pack card**, and prepare for their next lesson with the **Class Prep card**.

## REVIEW – INVENTIVENESS

## TEACHER SUPPORT

**Pinpoint** – Students listen to the text and read it out loud. Then they listen and follow the content of the **Getting the most out of the language** box. Next, they listen to the question and answer it out loud, using the content from the **Getting the most out of the language** box. Then students listen and pay attention to a testimonial on the same topic and think about suggestions for action, taking notes if needed. To check comprehension, students listen to the audio and choose the correct answers. Finally, students read four questions about the topic, which will make them reflect and propose actions to help the speaker. During the Teacher Support, students tell the teacher their answers/ideas. Encourage them to use the vocabulary and structures learned throughout the batch. Praise them for their work.

**Self-assessment**

1. How can a supply chain benefit from digital technology?
2. How can technology help small farmers get rid of predatory lenders?
3. What would you say about governments' inability to deal with environmental issues?
4. How is technology propelling advancements in transportation?
5. What do you think the hyperloop will look like in 20 years?

**There and Around** – Students review the final version of the work they prepared in the previous Output Lessons of the batch. They make the adjustments needed for the presentation during the Teacher Support.

## Other Activities

**Self-assessment in the Student's Book** – This section will be completed on the **Wiz.tab**. Check the options students marked for the can-do statements. Then ask them if they have any questions and what they need to do to improve their learning. Also, use this moment and information to prepare a review of these L.O.s in the following lessons, to recommend remedial classes, or extra practice in the **Study Hall** if needed.

**Written Part** – Collect the sheets from students' Workbooks to correct them.

**Wiz.me** – Students are guided to practice the content from this batch on the **Let's Check card**, listen to the content on the **Audio Pack card**, and check their development on the **Self-Assessment card**. They should also get ready for the next class by doing the **Class Prep card**.

## LESSON 319

### LEARNING OBJECTIVES

- Can follow video extracts employing a considerable degree of idiomatic usage.
- Can understand colloquial language in unstructured texts that use complex structures.
- Can participate in linguistically complex discussions about attitudes and opinions.
- Can edit and add to a linguistically complex text to make it clearer or more concise.

### GRAMMAR

- Uses of the verb *to wish*.

## TEACHER SUPPORT | CHECKING SENTENCES

1. I wish everyone, regardless of their background, was entitled to respect. / values / beliefs
2. The unscrupulous manager forced them into unfair agreements. / supervisor / director
3. How can schools assist children not to become bullies?
4. Beneath his polite behavior, there was a history of misdeeds. / lies / frauds

5. Helping refugees is intrinsic to our values as citizens. / Helping underprivileged people / Helping people in need
6. When do people typically resort to egocentrism to cope?
7. He wishes he hadn't forced unpaid overtime because it's unethical. / illegal / immoral
8. The harasser wishes to use bribery to coerce the company. / those beneath him / the witness

**Discussion** – Students listen to the audio and reproduce it out loud. Then they use the **Real Life** information to think about the answers. During the Teacher Support, check the answers the students prepared.

- How do unethical issues affect the culture of a company and its success?
- Why do so many psychologists wish to understand the intrinsic factors that influence human behavior?
- In what ways can reducing egocentrism contribute to a more harmonious society where individuals work together?

In this practice, encourage students to use relevant structures for their level and praise them for their work.

## Other Activities

**Real Life** – This task was completed on the **Wiz.tab**. Check if students have any questions about this section.

### SB answers:

According to the video, what's the hardest type of ethical situation?

**It's the situation where one feels angry and helpless as a result of someone else's misdeeds or manipulation.**

How could the thoughts of an unscrupulous harasser be analyzed?

**You can psychoanalyze his attitude, but you can also imagine how he perceives and acts toward the other people in his life.**

What are the mental exercises for you to get a healthy perspective on human value?

**Put yourself in the shoes of the other person; Be respectful; Be real and see others as real people; Avoid egocentrism; Be honest with yourself.**

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 319**, and work on **Pronunciation Practice** and **Oral Practice**. They may also watch the video from this lesson again on the **Video card**, listen to the audio on the **Audio Pack card** and have extra practice on the **Extra Activities card**.

## LESSON 320

## REITERATIVE LEARNING OBJECTIVES

- Can follow video extracts employing a considerable degree of idiomatic usage.
- Can understand colloquial language in unstructured texts that use complex structures.
- Can participate in linguistically complex discussions about attitudes and opinions.
- Can edit and add to a linguistically complex text to make it clearer or more concise.

TEACHER SUPPORT |  
STUDENT'S BOOK ACTIVITIES

**There and Around** – Students listen to some questions and reflect on the answers. Then they watch the video to have a general idea of what it is about. After that, they watch it again to take notes according to the instructions of the video and discuss them with you or a peer.

## Other Activities

**Fact or Opinion?** – Students listen to the audio and follow it on the screen. They say out loud whether they think the content of the audio is mostly based on facts or if it is basically an opinion. They should read the quotes and find evidence to support their answers. To become more aware of what indicates a fact or an opinion, the students listen to a conversation or to a person talking and click on the options they hear.

**Did You Overhear That?** – Students listen to the questions in order to predict what they'll hear and say their ideas out loud. Then they listen to the audio and pay attention to the meaning and intonation in the conversation. They listen to the audio a second time and mark the answers in their books. Finally, they listen to the audio once more, complete the activity on the **Wiz.tab**, and correct the answers in their books.

**What's Trending Today?** – Students look at the picture and say out loud things related to what they see. Then they answer the question from the book out loud and are instructed to use smartphones to search for more information. On the **Wiz.tab**, they read a text related to the theme and fill in the gaps with the missing words.

**UNLOCK** – This task was completed on the **Wiz.tab**. Check if students have any questions.

**Wiz.me** – Students are guided to access the **Personal Assistant** to watch the **There and Around** video on the **Video card**, listen to the class's audio on the **Audio Pack card**, and prepare for their next lesson with the **Class Prep card**.

## LESSON 321

## LEARNING OBJECTIVES

- Can understand the details in a linguistically complex audio recording.
- Can identify examples that support a particular interpretation of a linguistically complex text.
- Can participate in discussions to help people establish a link to a given subject.
- Can participate in linguistically complex discussions about a variety of subjects.
- Can summarize in writing a long and complex text for a specific audience, respecting the style and register of the original.

## GRAMMAR

- Parallel comparisons: *the... the...*

TEACHER SUPPORT |  
CHECKING SENTENCES

1. The more you betray her trust, the worse the scenario becomes. / more serious / more complicated
2. Does the inconsistency of his behavior make him unethical? / methodical / trustworthy
3. How do you respond when you encounter a challenge in your life?
4. The more subjective the proof, the less useful it will be. / baseless / abstract
5. You should disregard his betrayal instead of retaliating against him. / forget / forgive
6. What makes you think that a person is trustworthy?
7. The longer I'm stuck somewhere, the sadder I feel. / more depressed / more anxious
8. She made the assumption that I wouldn't trust her. / believe / take care of

**Discussion** – Students listen to the audio and reproduce it out loud. Then they use the **Real Life** information to think about the answers. During the Teacher Support, check the answers the students prepared.

- We cannot simply live distrusting everyone; most people trust others until they have a reason not to.
- Betrayal is subjective; what one person considers a disloyal act might be seen as an act of self-preservation by another.
- Baseless assumptions about human behavior often lead to misguided social policies that do more harm than good.

In this practice, encourage students to use relevant structures for their level and praise them for their work.

## Other Activities

**Real Life** – This task was completed on the **Wiz.tab**. Check if students have any questions about this section.

### SB answers:

Considering the various possible outcomes of the Prisoner's Dilemma, what must happen so that Prisoner A does not serve any time in prison?

**He/She must confess to the crime and hope that Prisoner B does not confess.**

What are our impressions of people influenced by? **The traits of the person we're making a judgment about, the context of the situation, our own personality traits, and our past experiences. We base these impressions on how we think others will act.**

How can sorting things into categories be both something positive and something negative for us?

**It can help us interact and react quickly to things that we encounter, but it can also lead to stereotypes and prejudice.**

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 321**, and work on **Pronunciation Practice** and **Oral Practice**. They may also listen to the audio on the **Audio Pack card** and have extra practice on the **Extra Activities card**.

## LESSON 322

### REITERATIVE LEARNING OBJECTIVES

- Can understand the details in a linguistically complex audio recording.
- Can identify examples that support a particular interpretation of a linguistically complex text.
- Can participate in discussions to help people establish a link to a given subject.
- Can participate in linguistically complex discussions about a variety of subjects.
- Can summarize in writing a long and complex text for a specific audience, respecting the style and register of the original.

### TEACHER SUPPORT | STUDENT'S BOOK ACTIVITIES

**Intercultural Encounter** – Students look at the pictures and then say what they see, and what they represent. Next, they listen and reproduce the statement below the pictures out loud. Students should say how the statement is related to the pictures. After that, they listen to four audio extracts and check their predictions. They listen to the audio one more time and answer the question in their books, giving reasons to support their opinions. Finally, they are instructed to pay attention to the topic of the discussion and take notes in order to discuss it during the Teacher Support. To complement the exercise, on the **Wiz.tab**, they listen to why a passage can or can't justify the sentence.

**Controversy** – Students start the activity by listening to the statement in their books and reproducing it out loud. Then they follow the same procedure for the content in the **Useful Language** box. Students should use this content to defend their side even if they personally don't agree with it. During the Teacher Support, ask students to justify their answers. Give arguments to contradict them so you can have a quick debate. Praise students for their work at the end of the activity.

## Other Activities

**Your Critical Notes** – Students look at the image and say whether they know what it refers to. Then they take notes in their books according to their views on the topic.

**There and Around** – Students are instructed to recap their notes from the previous lesson. Then they watch the video to have a general idea of what it is about. After that, they watch it again and proceed according to the instructions given to start their production. Check if students have any questions.

**UNLOCK** – This task was completed on the **Wiz.tab**. Check if students have any questions.

**Wiz.me** – Students are guided to access the **Personal Assistant** to watch the **There and Around video** on the **Video card**, listen to the class's audio on the **Audio Pack card**, and prepare for their next lesson with the **Class Prep card**.

## LESSON 323

### LEARNING OBJECTIVES

- Can understand the double meaning of a word used in speech or text.
- Can extract information, ideas, and opinions from highly specialized sources.
- Can make complex, challenging content more accessible by explaining difficult aspects more explicitly and adding helpful detail.
- Can summarize group discussions on a wide range of linguistically complex topics.
- Can take notes to summarize the key points made during a technical or linguistically complex discussion.

### GRAMMAR

- Uses of the verb *to get*.

## TEACHER SUPPORT | CHECKING SENTENCES

1. His lack of purpose gets people to appear unfulfilled. / frustrated / astounded
2. He studied flat out to join the prestigious university. / famous / public
3. When was the last time someone made you sob?

4. His keynote address provided timely insights into the theme. / speech / lecture
5. They believe blindly in promises without questioning. / assumptions / statements
6. How would you describe an easy fix for solving communication issues at work?
7. She bluntly addressed the issue, avoiding the need to unpick it. / topic / subject
8. A question cropped up after they got everything done. / An issue / A discussion

**Discussion** – Students listen to the audio and reproduce it out loud. Then they use the **Real Life** information to think about the answers. During the Teacher Support, check the answers the students prepared.

- It is essential to understand how the desire to be successful influences our mental and emotional well-being nowadays.
- Bluntly put, if we constantly chase success without considering the consequences, it can harm our mental and physical health.
- It's ethically acceptable for influencers, educators, and the media to continue promoting traditional success models without getting potential implications addressed.

In this practice, encourage students to use relevant structures for their level and praise them for their work.

## Other Activities

**Real Life** – This task was completed on the **Wiz.tab**. Check if students have any questions about this section.

### SB answers:

What did the writer mean by "What was the 'it' I was killing? My soul, probably"?

**She played with the double meaning of the term "killing it", which can mean both succeeding at something and killing something.**

In *The Success Myth*, what themes or factors does Gannon identify as contributing to true happiness, based on her interviews with various successful individuals?

**She identifies as factors contributing to happiness having warm relationships, the pleasure of simple things, self-acceptance, hope, and financial stability to have peace, safety, and freedom.**

Based on Emma Gannon's view of success, what different perspectives may redefine success and lead to happiness?

**Possible answer:** The search for peace, warm relationships, having work-life balance, environmental and cultural preservation, and valuing personal experiences over material possessions.

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 323**, and work on **Pronunciation Practice** and **Oral Practice**. They may also listen to the audio on the **Audio Pack card** and have extra practice on the **Extra Activities card**.

## LESSON 324

### REITERATIVE LEARNING OBJECTIVES

- Can understand the double meaning of a word used in speech or text.
- Can extract information, ideas, and opinions from highly specialized sources.
- Can make complex, challenging content more accessible by explaining difficult aspects more explicitly and adding helpful detail.
- Can summarize group discussions on a wide range of linguistically complex topics.
- Can take notes to summarize the key points made during a technical or linguistically complex discussion.

### TEACHER SUPPORT | STUDENT'S BOOK ACTIVITIES

**Lines of Thinking** – In this activity, students listen to the audio and link the idea that will be presented to a line of thinking, theory, information, or personal experience they remember having heard of. They write down their ideas so you can discuss them during the Teacher Support. Encourage students to use the chunks of language from the **Useful Language** box. To make the conversation flow, feel free to ask questions using *when, where, why, or who*. Praise students for their work at the end of the activity.

**Argue Your Case** – Students look at the image and predict what the audio passage is about. After listening to the audio for general understanding, they answer out loud what the topic of the audio is. Then they listen again and take notes of important arguments presented by the speaker to build an argument to contradict him/her, even if they agree with his/her opinion. Students present it during the Teacher Support.

### Other Activities

**What's on the Chart?** – Students have a look at the title, subtitle, and chart(s) in the Student's Book. They say what they see and what they think the topic of the discussion is. After that, they listen to the content of the **Useful Language** box and say it out loud. Then they look at the chart(s), interpret the report data using the **Useful Language** content, and justify their interpretations. Finally, they listen to some statements about the chart(s) and mark them as True or False according to the data shown.

**There and Around** – Students are instructed to recap their notes from the previous lesson. Then they watch the video to have a general idea of what it is about. After that, they watch it again and proceed according to the instructions given to start their production. Check if students have any questions.

**UNLOCK** – This task was completed on the **Wiz.tab**. Check if students have any questions.

**Wiz.me** – Students are guided to access the **Personal Assistant** to watch the **There and Around video** on the **Video card**, listen to the class's audio on the **Audio Pack card**, and prepare for their next lesson with the **Class Prep card**.

### REVIEW – BEHAVIORS

### TEACHER SUPPORT

**Pinpoint** – Students listen to the text and read it out loud. Then they listen and follow the content of the **Getting the most out of the language** box. Next, they listen to the question and answer it out loud, using the content from the **Getting the most out of the language** box. Then students listen and pay attention to a testimonial on the same topic and think about suggestions for action, taking notes if needed. To check comprehension, students listen to the audio and choose the correct answers.

Finally, students read four questions about the topic, which will make them reflect and propose actions to help the speaker. During the Teacher Support, students tell the teacher their answers/ideas. Encourage them to use the vocabulary and structures learned throughout the batch. Praise them for their work.

#### Self-assessment

1. Is there anything you wish you had done differently because it might have been unethical?
2. In your opinion, would it be worth retaliating against someone who betrayed you?
3. Which do you think are the top five careers that require methodical professionals?
4. How important is career success to your personal fulfillment?
5. What kinds of behavior make you sob?

**There and Around** – Students review the final version of the work they prepared in the previous Output Lessons of the batch. They make the adjustments needed for the presentation during the Teacher Support.

#### Other Activities

**Self-assessment in the Student's Book** – This section will be completed on the **Wiz.tab**. Check the options students marked for the can-do statements. Then ask them if they have any questions and what they need to do to improve their learning. Also, use this moment and information to prepare a review of these L.O.s in the following lessons, to recommend remedial classes, or extra practice in the **Study Hall** if needed.

**Written Part** – Collect the sheets from students' Workbooks to correct them.

**Wiz.me** – Students are guided to practice the content from this batch on the **Let's Check card**, listen to the content on the **Audio Pack card**, and check their development on the **Self-Assessment card**. They should also get ready for the next class by doing the **Class Prep card**.

## LESSON 325

### LEARNING OBJECTIVES

- Can follow presentations on abstract and complex topics.
- Can critically evaluate a writer's choice of words.
- Can identify inferred meaning in a linguistically complex text.
- Can answer questions about abstract topics clearly and in detail.
- Can make the main points contained in a complex text more accessible to the target audience.

### GRAMMAR

- The future seen from the past.

## TEACHER SUPPORT | CHECKING SENTENCES

1. I was about to call him, but I realized it was 3:00 a.m. local time. / text / message
2. They weren't going to retrace their route, but I convinced them to. / line up / recall
3. How can effective liaison between tour guides and group members improve a group trip?
4. I was supposed to come earlier, but I got lost in the unfamiliar streets. / corners / neighborhood
5. Her memory was so sharp that she could recapitulate the story in detail. / trip / meeting
6. What are some common reasons for people's reluctance to take pictures of themselves?
7. The wanderer meant to explore the hidden trail but ended up getting lost. / forest / canyon
8. He couldn't distinguish a glittering diamond from a simple piece of glass. / an occasional piece of glass / a small piece of glass

**Discussion** – Students listen to the audio and reproduce it out loud. Then they use the **Real Life** information to think about the answers. During the Teacher Support, check the answers the students prepared.

- How do you agree or disagree with the author's perspective about photos and writing when traveling?
- Other than by looking at photos, how can you retrace the steps of a memorable trip?

- In what ways do you believe a journal can better depict the depth of a travel experience compared to photographs?

In this practice, encourage students to use relevant structures for their level and praise them for their work.

## Other Activities

**Real Life** – This task was completed on the **Wiz.tab**. Check if students have any questions about this section.

### SB answers:

How does Russell Banks distinguish between tourists and travelers regarding camera and phone use during journeys?

Tourists often use cameras and phones to take pictures, while travelers tend to use their phones mainly for necessary functions like making calls or using GPS.

What does Russell Banks claim his “reluctance to point and click” really meant?

He didn't feel like taking pictures, but it was really a reluctance to line up, edit, and frame pictures.

How does writing about his travels influence Russell Banks's perception and engagement with the places he visits?

He says his notes have the effect of organizing his attention for the next day, making him a sharper observer, a more careful listener, and a more thoughtful guest.

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 325**, and work on **Pronunciation Practice** and **Oral Practice**. They may also watch the video from this lesson again on the **Video card**, listen to the audio on the **Audio Pack card**, and have extra practice on the **Extra Activities card**.

## LESSON 326

### REITERATIVE LEARNING OBJECTIVES

- Can follow presentations on abstract and complex topics.
- Can critically evaluate a writer's choice of words.
- Can identify inferred meaning in a linguistically complex text.
- Can answer questions about abstract topics clearly and in detail.
- Can make the main points contained in a complex text more accessible to the target audience.

### TEACHER SUPPORT | STUDENT'S BOOK ACTIVITIES

**Lines of Thinking** – In this activity, students listen to the audio and link the idea that will be presented to a line of thinking, theory, information, or personal experience they remember having heard of. They write down their ideas so you can discuss them during the Teacher Support. Encourage students to use the chunks of language from the **Useful Language** box. To make the conversation flow, feel free to ask questions using *when*, *where*, *why*, or *who*. Praise students for their work at the end of the activity.

**Intercultural Encounter** – Students look at the pictures and then say what they see and what they represent. Next, they listen and reproduce the statement below the pictures out loud. Students should say how the statement is related to the pictures. After that, they listen to four audio extracts and check their predictions. They listen to the audio one more time and answer the question in their books, giving reasons to support their opinions. Finally, they are instructed to pay attention to the topic of the discussion and take notes in order to discuss it during the Teacher Support. To complement the exercise, on the **Wiz.tab**, they listen to why a passage can or can't justify the sentence.

**There and Around** – Students listen to some questions and reflect on the answers. Then they watch the video to have a general idea of what it is about. After that, they watch it again to take notes according to the instructions of the video and discuss them with you or a peer.

## Other Activities

**What's on the Chart?** – Students have a look at the title, subtitle, and chart(s) in the Student's Book. They say what they see and what they think the topic of the discussion is. After that, they listen to the content of the **Useful Language** box and say it out loud. Then they look at the chart(s), interpret the report data using the **Useful Language** content, and justify their interpretations. Finally, they listen to some statements about the chart(s) and mark them as True or False according to the data shown.

**UNLOCK** – This task was completed on the **Wiz.tab**. Check if students have any questions.

**Wiz.me** – Students are guided to access the **Personal Assistant** to watch the **There and Around video** on the **Video card**, listen to the class's audio on the **Audio Pack card**, and prepare for their next lesson with the **Class Prep card**.

## LESSON 327

### LEARNING OBJECTIVES

- Can understand stories being told by a fluent speaker using colloquial language.
- Can critically evaluate a writer's choice of words.
- Can substitute an equivalent term for a word they can't recall.
- Can participate in linguistically complex discussions about attitudes and opinions.
- Can summarize and comment on the content of a linguistically complex text.
- Can take notes to summarize the key points made during a technical or linguistically complex discussion.

### GRAMMAR

- Perfect Infinitive form.

## TEACHER SUPPORT | CHECKING SENTENCES

1. She claims to have experienced a great healing process through traveling. / miraculous / joyful
2. He appears to have accepted the idea of traveling on a budget. / enjoyed / rejected
3. What evidence might indicate that humans possess innate capabilities?

4. The trails crisscrossed the forest, providing beautiful views. / landscapes / sceneries
5. She looked steadily at the horizon, observing the distant mountains. / hills / islands
6. What makes someone a willing spirit when it comes to protecting our planet?
7. In fact, I addressed the issue to prompt tourists to think critically. / Actually / Honestly
8. They saw it as a chance to pack in sightseeing and shopping. / find an equalizer / address the issue

**Discussion** – Students listen to the audio and reproduce it out loud. Then they use the **Real Life** information to think about the answers. During the Teacher Support, check the answers the students prepared.

- Do you believe that we should always be ready to live new experiences despite our age?
- What words would you have used to say "I had to make sure that the sunset of her life was filled with as many memories as we could pack in"?
- What's positive about traveling on a budget?

In this practice, encourage students to use relevant structures for their level and praise them for their work.

## Other Activities

**Real Life** – This task was completed on the **Wiz.tab**. Check if students have any questions about this section.

### SB answers:

How does Brad Ryan describe his grandma at first?  
**He says she has a willing spirit and that shows that she still has a lot of adventures left to live.**

What does Brad mean when he says that they "ate a lot of ramen noodles on a budget"?

**They consumed a significant amount of this food to control their expenses as ramen noodles are often a budget-friendly food option.**

How does Joy Ryan define the experience she has lived since 2015?

**She defines it as miraculous, as she could not imagine the wonders outside her district.**

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 327**, and work on **Pronunciation Practice** and **Oral Practice**. They may also watch the video from this lesson again on the **Video card**, listen to the audio on the **Audio Pack card**, and have extra practice on the **Extra Activities card**.

## LESSON 328

### REITERATIVE LEARNING OBJECTIVES

- Can understand stories being told by a fluent speaker using colloquial language.
- Can critically evaluate a writer's choice of words.
- Can substitute an equivalent term for a word they can't recall.
- Can participate in linguistically complex discussions about attitudes and opinions.
- Can summarize and comment on the content of a linguistically complex text.
- Can take notes to summarize the key points made during a technical or linguistically complex discussion.

### TEACHER SUPPORT | STUDENT'S BOOK ACTIVITIES

**Case Study** – Students begin this activity by reading the titles of each case they will listen to and by predicting what they are about. Then they listen to the two speakers presenting their case. Students think of possible solutions for the problems presented and take notes. During the Teacher Support, listen to their ideas, comment on them, and share your own thoughts so you can delve deeper into the subject. Praise students for their work after you finish the activity.

### Other Activities

**Fact or Opinion?** – Students listen to the audio and follow it on the screen. They say out loud whether they think the content of the audio is mostly based on facts or if it is basically an opinion. They should read the quotes and find evidence to support their answers. To become more aware of what indicates a fact or an opinion, the students listen to a conversation or to a person talking and click on the options they hear.

**Time to Intervene** – Students say out loud what communication problems they are aware of. Then they listen to the questions and reproduce them out loud. After that, they listen to the audio. They should listen to the audio one more time and answer the questions out loud. To practice, students match the content from the boxes to make sentences related to the audio.

**There and Around** – Students are instructed to recap their notes from the previous lesson. Then they watch the video to have a general idea of what it is about. After that, they watch it again and proceed according to the instructions given to start their production. Check if students have any questions.

**UNLOCK** – This task was completed on the **Wiz.tab**. Check if students have any questions.

**Wiz.me** – Students are guided to access the **Personal Assistant** to watch the **There and Around video** on the **Video card**, listen to the class's audio on the **Audio Pack card**, and prepare for their next lesson with the **Class Prep card**.

## LESSON 329

### LEARNING OBJECTIVES

- Can recognize a speaker's feelings or attitude in linguistically complex speech.
- Can identify inferred meaning in a linguistically complex text.
- Can participate in a fast-paced conversation with fluent speakers.
- Can comment on the content of a linguistically complex text.
- Can describe and comment on ways in which the work engages the audience (e.g., by building up and subverting expectations).

### GRAMMAR

- Phrasal verbs that need a direct object.

## TEACHER SUPPORT | CHECKING SENTENCES

1. She calmed herself down by being cocooned in her soft blanket. / bedroom / memories
2. The travelers were baffled by the cornucopia of colors in the market. / flavors / fragrances
3. When was the last time you unraveled a secret?
4. The cobbled streets of the city are the tourist's favorite attraction. / pathways / alleys
5. The heat was oppressively heavy. / intense / suffocating
6. Can you recall having experienced snowfall?
7. You won't be let down when visiting the birthplace of those talented artisans. / discreet / outstanding
8. We decided to follow in his footsteps. / keep an eye out for him / make the best out of the trip

**Discussion** – Students listen to the audio and reproduce it out loud. Then they use the **Real Life** information to think about the answers. During the Teacher Support, check the answers the students prepared.

- The text mentions Kyoto as a potentially year-round destination, but it emphasizes the extreme climate variations. How do you think the weather may influence a traveler's choice when visiting Kyoto?
- The Gion district is the center of geisha culture in Kyoto. What challenges do you think they might face in preserving a tradition like this in a modern city?
- How important is preserving historical architecture to offer tourists a cornucopia of places to visit in your region?

In this practice, encourage students to use relevant structures for their level and praise them for their work.

### Other Activities

**Real Life** – This task was completed on the **Wiz.tab**. Check if students have any questions about this section.

### SB answers:

What historical aspect of Kyoto contributed to its well-preserved heritage and the presence of numerous Buddhist temples and Shinto shrines?

Kyoto was spared the wartime bombings that blitzed the capital.

How is Kyoto's ability to blend its historical heritage with modernity described in the text?  
**It embraces the future, despite its well-preserved heritage with modern buildings, and a high concentration of universities.**

What are some attractions and experiences mentioned in the text besides Kyoto's historical sites?

**It's recommended to explore the heritage, take a meditative stroll along the Philosopher's Path, and visit the Gion district.**

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 329**, and work on **Pronunciation Practice** and **Oral Practice**. They may also watch the video from this lesson again on the **Video card**, listen to the audio on the **Audio Pack card**, and have extra practice on the **Extra Activities card**.

## LESSON 330

### REITERATIVE LEARNING OBJECTIVES

- Can recognize a speaker's feelings or attitude in linguistically complex speech.
- Can identify inferred meaning in a linguistically complex text.
- Can participate in a fast-paced conversation with fluent speakers.
- Can comment on the content of a linguistically complex text.
- Can describe and comment on ways in which the work engages the audience (e.g., by building up and subverting expectations).

## TEACHER SUPPORT | STUDENT'S BOOK ACTIVITIES

**Argue Your Case** – Students look at the image and predict what the audio passage is about. After listening to the audio for general understanding, they answer out loud what the topic of the audio is. Then they listen again and take notes of important arguments presented by the speaker to build an argument to contradict him/her, even if they agree with his/her opinion. Students present it during the Teacher Support.

## Other Activities

**Your Critical Notes** – Students look at the image and say whether they know what it refers to. Then they take notes in their books according to their views on the topic.

**Into the Real World** – Students read the questions and say what the main topic of the audio passage is. Then they listen to the audio attentively and check their answer. After that, they read the questions and listen to the audio one more time in order to answer them. Finally, on the **Wiz.tab**, they match the sentence halves.

**There and Around** – Students are instructed to recap their notes from the previous lesson. Then they watch the video to have a general idea of what it is about. After that, they watch it again and proceed according to the instructions given to refine and finish their production. Check if students have any questions.

**UNLOCK** – This task was completed on the **Wiz.tab**. Check if students have any questions.

**Wiz.me** – Students are guided to access the **Personal Assistant** to watch the **There and Around video** on the **Video card**, listen to the class's audio on the **Audio Pack card**, and prepare for their next lesson with the **Class Prep card**.

## REVIEW – JOURNEYING

## TEACHER SUPPORT

**Pinpoint** – Students listen to the text and read it out loud. Then they listen and follow the content of the **Getting the most out of the language** box. Next, they listen to the question and answer it out loud, using the content from the **Getting the most out of the language** box. Then students listen and pay attention to a testimonial on the same topic and think about suggestions for action, taking notes if needed. To check comprehension, students listen to the audio and choose the correct answers. Finally, students read four questions about the topic, which will make them reflect and propose actions to help the speaker. During the Teacher Support, students tell the teacher their answers/ideas. Encourage them to use the vocabulary and structures learned throughout the batch. Praise them for their work.

## Self-assessment

1. What's the local time at your current location?
2. Has reluctance ever held you back from making important decisions?
3. Is there anything you were about to give up, but someone made you change your mind?
4. What's the disadvantage of traveling on a budget?
5. Have you ever had to call off a trip because of unforeseen circumstances?
6. Can you define a discreet person in a few words?

**There and Around** – Students review the final version of the work they prepared in the previous Output Lessons of the batch. They make the adjustments needed for the presentation during the Teacher Support.

## Other Activities

**Self-assessment in the Student's Book** – This section will be completed on the **Wiz.tab**. Check the options students marked for the can-do statements. Then ask them if they have any questions and what they need to do to improve their learning. Also, use this moment and information to prepare a review of these L.O.s in the following lessons, to recommend remedial classes, or extra practice in the **Study Hall** if needed.

**Written Part** – Collect the sheets from students' Workbooks to correct them.

**Wiz.me** – Students are guided to practice the content from this batch on the **Let's Check card**, listen to the content on the **Audio Pack card**, and check their development on the **Self-Assessment card**. They should also get ready for the next class by doing the **Class Prep card**.

## LESSON 331

## LEARNING OBJECTIVES

- Can substitute an equivalent term for another word.
- Can contribute to group discussions even when speech is fast and colloquial.
- Can answer questions about abstract topics clearly and in detail.
- Can summarize in writing a long and complex text.

## GRAMMAR

- Concession clauses.

TEACHER SUPPORT |  
CHECKING SENTENCES

1. Hard as I tried to stop him, he continued without hesitation. / insisted / persisted
2. Much as he cultivated a positive mindset, the outcome wasn't good. / profitable / favorable
3. What's the difference between constructive feedback and criticism?
4. A mindset switch may help you overcome your fears. / challenges / obstacles
5. Much as he used simplistic words, nobody understood him. / comprehended / agreed with
6. What are the consequences of a fixed mindset on personal growth and learning?
7. They felt threatened by their boss's criticism. / got stuck because of / were upset because of
8. Putting pressure on individuals can have negative effects. / positive / harmful

**Discussion** – Students listen to the audio and reproduce it out loud. Then they use the **Real Life** information to think about the answers. During the Teacher Support, check the answers the students prepared.

- How can individuals make the switch and go from a fixed mindset to a growth mindset?
- Do you believe a person can have a fixed mindset in one aspect of their life (e.g., academics) while having a growth mindset in another (e.g., sports)?
- What role do education and families play in helping children cultivate a growth mindset?

In this practice, encourage students to use relevant structures for their level and praise them for their work.

## Other Activities

**Real Life** – This task was completed on the **Wiz.tab**. Check if students have any questions about this section.

## SB answers:

What are the two types of mindset that can be cultivated?

The two types of mindset that can be cultivated are **fixed mindset** and **growth mindset**.

What are the characteristics of a person with a growth mindset?

A person with a growth mindset believes that new abilities can be developed through practice. This view creates a love for learning that most great leaders and artists have in common.

According to the video, what can be done to develop a growth mindset?

Teachers and parents should applaud learners for any grade if they have studied hard and encourage them to develop any skills they are interested in.

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 331**, and work on **Pronunciation Practice** and **Oral Practice**. They may also watch the video from this lesson again on the **Video card**, listen to the audio on the **Audio Pack card**, and have extra practice on the **Extra Activities card**.

## LESSON 332

## REITERATIVE LEARNING OBJECTIVES

- Can substitute an equivalent term for another word.
- Can contribute to group discussions even when speech is fast and colloquial.
- Can answer questions about abstract topics clearly and in detail.
- Can summarize in writing a long and complex text.

TEACHER SUPPORT |  
STUDENT'S BOOK ACTIVITIES

**Controversy** – Students start the activity by listening to the statement in their books and reproducing it out loud. Then they follow the same procedure for the content in the **Useful**

**Language** box. Students should use this content to defend their side even if they personally don't agree with it. During the Teacher Support, ask students to justify their answers. Give arguments to contradict them so you can have a quick debate. Praise students for their work at the end of the activity.

**There and Around** – Students listen to some questions and reflect on the answers. Then they watch the video to have a general idea of what it is about. After that, they watch it again to take notes according to the instructions of the video and discuss them with you or a peer.

### Other Activities

**Your Critical Notes** – Students look at the image and say whether they know what it refers to. Then they take notes in their books according to their views on the topic.

**Time to Intervene** – Students say out loud what communication problems they are aware of. Then they listen to the questions and reproduce them out loud. After that, they listen to the audio. They should listen to the audio one more time and answer the questions out loud. To practice, students match the content from the boxes to make sentences related to the audio.

**UNLOCK** – This task was completed on the **Wiz.tab**. Check if students have any questions.

**Wiz.me** – Students are guided to access the **Personal Assistant** to watch the **There and Around video** on the **Video card**, listen to the class's audio on the **Audio Pack card**, and prepare for their next lesson with the **Class Prep card**.

## LESSON 333

### LEARNING OBJECTIVES

- Can understand most of a linguistically complex podcast.
- Can understand linguistically complex factual texts, appreciating distinctions of style.
- Can summarize and comment on the content of a linguistically complex text.
- Can explain technical terminology and difficult concepts.
- Can make the main points contained in a complex text more accessible to the target audience by checking for redundancy, explaining, and modifying style and register.

### GRAMMAR

- Modal perfect to refer to the past.

### TEACHER SUPPORT | CHECKING SENTENCES

1. Could we have made it happen despite the circumstances? / obstacles / barriers
2. He may have stimulated his brain to enhance his cognitive abilities. / sharpen / refine
3. How can we program our minds to maintain a positive mindset?
4. Perceptual skills can be developed through practice. / Gross motor / Cognitive
5. She should have talked about strengthening neural pathways in the brain. / shouldn't / might
6. What's something that has become second nature to you?
7. Does the advanced circuitry in a robot transmit a precise signal? / an accurate / a clear
8. Engaging in these activities can stimulate fine motor skills. / gross motor / leadership

**Discussion** – Students listen to the audio and reproduce it out loud. Then they use the **Real Life** information to think about the answers. During the Teacher Support, check the answers the students prepared.

- How do you think developing gross motor skills may help us improve our physical coordination and movement skills?
- Do you think children who are exposed to technology may develop different patterns of neural connectivity compared to those who grew up in different environments? Justify.
- What have you failed to learn even after trying very hard? If you haven't experienced this, what do you think would be difficult to learn?

In this practice, encourage students to use relevant structures for their level and praise them for their work.

### Other Activities

**Real Life** – This task was completed on the **Wiz.tab**. Check if students have any questions about this section.

### SB answers:

Why does it seem a little difficult for us to do something for the first time?

Because the activity has not been programmed in the brain, so our neural pathways do not know it yet.

How is a neural pathway formed?

**It's formed when the brain cells connect in a circuitry through an activity repeated a certain number of times or at least enough for the brain to remember.**

What happens when the neural pathway becomes a physical part of our brain?

**We won't be able to forget the skill we learned, even if we want to.**

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 333**, and work on **Pronunciation Practice** and **Oral Practice**. They may also listen to the audio on the **Audio Pack card** and have extra practice on the **Extra Activities card**.

## LESSON 334

### REITERATIVE LEARNING OBJECTIVES

- Can understand most of a linguistically complex podcast.
- Can understand linguistically complex factual texts, appreciating distinctions of style.
- Can summarize and comment on the content of a linguistically complex text.
- Can explain technical terminology and difficult concepts.
- Can make the main points contained in a complex text more accessible to the target audience by checking for redundancy, explaining, and modifying style and register.

### TEACHER SUPPORT | STUDENT'S BOOK ACTIVITIES

**Lines of Thinking** – In this activity, students listen to the audio and link the idea that will be presented to a line of thinking, theory, information, or personal experience they remember having heard of. They write down their ideas so you can discuss them during the Teacher Support. Encourage students to use the chunks of language from the **Useful Language** box. To make the conversation flow, feel free to ask questions using *when*, *where*, *why*, or *who*. Praise students for their work at the end of the activity.

### Other Activities

**Did You Overhear That?** – Students listen to the questions in order to predict what they'll hear and say their ideas out loud. Then they listen to

the audio and pay attention to the meaning and intonation in the conversation. They listen to the audio a second time and mark the answers in their books. Finally, they listen to the audio once more, complete the activity on the **Wiz.tab**, and correct the answers in their books.

**What's on the Chart?** – Students have a look at the title, subtitle, and chart(s) in the Student's Book. They say what they see and what they think the topic of the discussion is. After that, they listen to the content of the **Useful Language** box and say it out loud. Then they look at the chart(s), interpret the report data using the Useful Language content, and justify their interpretations. Finally, they listen to some statements about the chart(s) and mark them as True or False according to the data shown.

**There and Around** – Students are instructed to recap their notes from the previous lesson. Then they watch the video to have a general idea of what it is about. After that, they watch it again and proceed according to the instructions given to start their production. Check if students have any questions.

**UNLOCK** – This task was completed on the **Wiz.tab**. Check if students have any questions.

**Wiz.me** – Students are guided to access the **Personal Assistant** to watch the **There and Around video** on the **Video card**, listen to the class's audio on the **Audio Pack card**, and prepare for their next lesson with the **Class Prep card**.

## LESSON 335

### LEARNING OBJECTIVES

- Can understand complex arguments in newspaper articles.
- Can understand the details in a linguistically complex audio recording.
- Can describe the details of problem-solution relationships using a range of linguistic devices.
- Can reformulate what they want to say during a conversation or discussion using linguistically complex language.
- Can edit and add to a linguistically complex text to make it clearer or more concise.

### GRAMMAR

- Expressing hypothetical preferences.

## TEACHER SUPPORT | CHECKING SENTENCES

1. In a perfect world, we would store confidential information in silos. / data / files
2. Given the choice, he'd avoid pejorative comments. / words / language
3. What should people do to avoid the exposure of their image on social media?
4. We'd much rather deploy a versatile business strategy. / report our progress back to them / connect the dots between their ideas
5. The stock market has been highly volatile these days. / weather / situation
6. Have you ever been conferred a leadership role in a team or project?
7. The board meets periodically to review strategies. / The team / The committee
8. This company is trying not to go bankrupt. / through a turbulent period / out of business

**Discussion** – Students listen to the audio and reproduce it out loud. Then they use the **Real Life** information to think about the answers. During the Teacher Support, check the answers the students prepared.

- A collaborative training approach, where senior executives bring their current problems or opportunities to discuss in teams, is versatile and impactful.
- By exposing themselves to change, executives develop a deeper understanding of the organization and its challenges, facilitating effective decision-making.
- It is worth considering that companies should mirror Haier™'s approach and disregard the ineffective "academic" methods.

In this practice, encourage students to use relevant structures for their level and praise them for their work.

### Other Activities

**Real Life** – This task was completed on the **Wiz.tab**. Check if students have any questions about this section.

### SB answers:

According to the text, what challenges do firms face when navigating turbulent markets?

**They are challenged to effectively manage the diverse threats and opportunities generated by volatile markets.**

How do the weekly training sessions assist the senior executives at Haier™?

**They bring current problems, discuss individual challenges on how to best implement proposed changes, and explore possible solutions to them.**

How does Haier™'s approach to executive education help their senior executives understand their company?

**The ongoing exposure to the company's issues helps them understand Haier™'s situation as a whole.**

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 335**, and work on **Pronunciation Practice** and **Oral Practice**. They may also listen to the audio on the **Audio Pack card** and have extra practice on the **Extra Activities card**.

## LESSON 336

### REITERATIVE LEARNING OBJECTIVES

- Can understand complex arguments in newspaper articles.
- Can understand the details in a linguistically complex audio recording.
- Can describe the details of problem-solution relationships using a range of linguistic devices.
- Can reformulate what they want to say during a conversation or discussion using linguistically complex language.
- Can edit and add to a linguistically complex text to make it clearer or more concise.

## TEACHER SUPPORT | STUDENT'S BOOK ACTIVITIES

**Intercultural Encounter** – Students look at the pictures and then say what they see and what they represent. Next, they listen and reproduce the statement below the pictures out loud. Students should say how the statement is related to the pictures. After that, they listen to four audio extracts and check their predictions. They listen to the audio one more time and answer the question in their books, giving reasons to support their opinions. Finally, they are instructed to pay attention to the topic of the discussion and take notes in order to discuss it during the Teacher Support. To complement the exercise, on the **Wiz.tab**, they listen to why a passage can or can't justify the sentence.

**Case Study** – Students begin this activity by reading the titles of each case they will listen to and by predicting what they are about. Then they listen to the two speakers presenting their case. Students think of possible solutions for the problems presented and take notes. During the Teacher Support, listen to their ideas, comment on them, and share your own thoughts so you can delve deeper into the subject. Praise students for their work after you finish the activity.

### Other Activities

**Fact or Opinion?** – Students listen to the audio and follow it on the screen. They say out loud whether they think the content of the audio is mostly based on facts or if it is basically an opinion. They should read the quotes and find evidence to support their answers. To become more aware of what indicates a fact or an opinion, the students listen to a conversation or to a person talking and click on the options they hear.

**There and Around** – Students are instructed to recap their notes from the previous lesson. Then they watch the video to have a general idea of what it is about. After that, they watch it again and proceed according to the instructions given to refine and finish their production. Check if students have any questions.

**UNLOCK** – This task was completed on the **Wiz.tab**. Check if students have any questions.

**Wiz.me** – Students are guided to access the **Personal Assistant** to watch the **There and Around** video on the **Video card**, listen to the class's audio on the **Audio Pack card**, and prepare for their next lesson with the **Class Prep card**.

### REVIEW – APPRENTICESHIP

### TEACHER SUPPORT

**Pinpoint** – Students listen to the text and read it out loud. Then they listen and follow the content of the **Getting the most out of the language** box. Next, they listen to the question and answer it out loud, using the content from the **Getting the most out of the language** box. Then students listen and pay attention to a testimonial on the same topic and think about suggestions for action, taking notes if needed. To check comprehension, students listen to the audio and choose the correct answers. Finally, students read four questions about the topic, which will make them reflect and propose actions to help the speaker. During

the Teacher Support, students tell the teacher their answers/ideas. Encourage them to use the vocabulary and structures learned throughout the batch. Praise them for their work.

### Self-assessment

1. Do you regret not making something happen? If so, what is it?
2. How could you have developed your fine motor skills better as a child?
3. If it were up to you, what activity would you do to stimulate your brain?
4. What are the drawbacks of people's high exposure to numerous sources of information?
5. Would you work for a company that is going bankrupt if it offered a great salary? Justify.

**There and Around** – Students review the final version of the work they prepared in the previous Output Lessons of the batch. They make the adjustments needed for the presentation during the Teacher Support.

### Other Activities

**Self-assessment in the Student's Book** – This section will be completed on the **Wiz.tab**. Check the options students marked for the can-do statements. Then ask them if they have any questions and what they need to do to improve their learning. Also, use this moment and information to prepare a review of these L.O.s in the following lessons, to recommend remedial classes, or extra practice in the **Study Hall** if needed.

**Written Part** – Collect the sheets from students' Workbooks to correct them.

**Wiz.me** – Students are guided to practice the content from this batch on the **Let's Check card**, listen to the content on the **Audio Pack card**, and check their development on the **Self-Assessment card**. They should also get ready for the next class by doing the **Class Prep card**.

### LESSON 337

#### LEARNING OBJECTIVES

- Can recognize a wide range of idiomatic expressions and colloquialisms, appreciating register shifts.
- Can understand the details of extended and linguistically complex talks on social and historical issues.
- Can understand complex arguments in articles.
- Can smoothly switch between a range of writing styles to address specific audiences and topics.

## GRAMMAR

- Gerunds as nouns and after prepositions.

## TEACHER SUPPORT | CHECKING SENTENCES

- Challenging classic warfare tactics demanded innovative technology. / strategies / methods
- By joining forces, the city-states invaded the neighboring kingdom. / countries / empires
- How can past experiences largely mold people's thoughts and behavior?
- They were granted the opportunity to explore the areas in the coastal plains. / mainland / countryside
- The empire's power extended from the mainland to distant colonies across the seas. / influence / control
- How is determination key to achieving goals?**
- The politician succeeded in promoting democratic values. / leader / president
- She was granted an award for fighting against discrimination. / social inequality / deforestation

**Discussion** – Students listen to the audio and reproduce it out loud. Then they use the **Real Life** information to think about the answers. During the Teacher Support, check the answers the students prepared.

- How do you think ancient Greek city-states have influenced contemporary ideas of local governance and our values?
- Would the concept of city-states of ancient Greece be a viable and effective governance model in your country today? Justify.
- How different are the developmental challenges faced by mainland communities and coastal or island populations?

In this practice, encourage students to use relevant structures for their level and praise them for their work.

## Other Activities

**Real Life** – This task was completed on the **Wiz.tab**. Check if students have any questions about this section.

## SB answers:

How would city-states differ from one another in ancient Greece?

**Each city-state had its local way of speaking, its particular customs and culture, and government.**

What was Sparta known for?

**Sparta was the largest city-state and was known as a place of determination. It was also known as a city-state that focused on warfare.**

What was Athens known for?

**Athens was a city-state known for its democratic form of government. It is also known as a center of art and learning.**

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 337**, and work on **Pronunciation Practice** and **Oral Practice**. They may also watch the video from this lesson again on the **Video card**, listen to the audio on the **Audio Pack card**, and have extra practice on the **Extra Activities card**.

## LESSON 338

### REITERATIVE LEARNING OBJECTIVES

- Can recognize a wide range of idiomatic expressions and colloquialisms, appreciating register shifts.
- Can understand the details of extended and linguistically complex talks on social and historical issues.
- Can understand complex arguments in articles.
- Can smoothly switch between a range of writing styles to address specific audiences and topics.

## TEACHER SUPPORT | STUDENT'S BOOK ACTIVITIES

**There and Around** – Students listen to some questions and reflect on the answers. Then they watch the video to have a general idea of what it is about. After that, they watch it again to take notes according to the instructions of the video and discuss them with you or a peer.

## Other Activities

**Fact or Opinion?** – Students listen to the audio and follow it on the screen. They say out loud whether they think the content of the audio is mostly based on facts or if it is basically an opinion. They should read the quotes and find evidence to support their answers. To become more aware of what indicates a fact or an opinion, the students listen to a conversation or to a person talking and click on the options they hear.

**Did You Overhear That?** – Students listen to the questions in order to predict what they'll hear

and say their ideas out loud. Then they listen to the audio and pay attention to the meaning and intonation in the conversation. They listen to the audio a second time and mark the answers in their books. Finally, they listen to the audio once more, complete the activity on the **Wiz.tab**, and correct the answers in their books.

**Into the Real World** – Students read the questions and say what the main topic of the audio passage is. Then they listen to the audio attentively and check their answer. After that, they read the questions and listen to the audio one more time in order to answer them. Finally, on the **Wiz.tab**, they match the sentence halves.

**UNLOCK** – This task was completed on the **Wiz.tab**. Check if students have any questions.

**Wiz.me** – Students are guided to access the **Personal Assistant** to watch the **There and Around video** on the **Video card**, listen to the class's audio on the **Audio Pack card**, and prepare for their next lesson with the **Class Prep card**.

### LESSON 339

#### LEARNING OBJECTIVES

- Can understand the details in a linguistically complex audio recording.
- Can infer meaning in a linguistically complex text.
- Can answer questions about historical and abstract topics clearly and in detail.
- Can substitute an equivalent term for another word or phrase without any difficulty.
- Can identify examples that support a particular interpretation of a linguistically complex text.
- Can make the main points contained in a complex text more accessible to the target audience by adding redundancy, explaining and modifying style, and registering.

#### GRAMMAR

- *It* as an empty object.

#### TEACHER SUPPORT | CHECKING SENTENCES

1. I find it incredible how scientists conducted landmark experiments. / amazing / surprising
2. I find it hard to believe that antitrust laws are ineffective. / accept / believe
3. How did historical figures strategically bide their time to achieve long-term goals?

4. The misstep altered history's course, leading to an ensuing conflict. / revolution / economic crisis
5. A devastating plague swept across the region in those years. / pandemic / epidemic
6. What's been a turnaround moment that shifted the way people interact?
7. The president took measures to ultimately alleviate people's suffering. / king / queen
8. I would appreciate it if you didn't interfere in my business. / decisions / plans

**Discussion** – Students listen to the audio and reproduce it out loud. Then they use the **Real Life** information to think about the answers. During the Teacher Support, check the answers the students prepared.

- What word would you use to replace *missteps* in this extract: "A reluctance to interfere with the economy and a protectionist trade strategy are often cited as missteps in managing the situation"?
- How do you think situations such as a plague or a pandemic should be handled by governments?
- How has social distancing because of a pandemic reshaped the way we interact with one another?

In this practice, encourage students to use relevant structures for their level and praise them for their work.

#### Other Activities

**Real Life** – This task was completed on the **Wiz.tab**. Check if students have any questions about this section.

#### SB answers:

What major changes did the Spanish flu trigger in European nations after it ended?

The Spanish flu led to the adoption of universal health care systems in nations all across Europe.

When discussing the aftermath of the fires and the Great Plague, what played a significant role in making it easier for England to recover from these events?

The help of their scientific community, which used current scientific principles to create a new vision and layout for the capital.

In response to what were the New Deal and the Second New Deal implemented?

They were implemented to ease the burden of the Great Depression and avoid or lessen such an event in the future.

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 339**, and work on **Pronunciation Practice** and **Oral Practice**. They may also listen to the audio on the **Audio Pack card** and have extra practice on the **Extra Activities card**.

## LESSON 340

### REITERATIVE LEARNING OBJECTIVES

- Can understand the details in a linguistically complex audio recording.
- Can infer meaning in a linguistically complex text.
- Can answer questions about historical and abstract topics clearly and in detail.
- Can substitute an equivalent term for another word or phrase without any difficulty.
- Can identify examples that support a particular interpretation of a linguistically complex text.
- Can make the main points contained in a complex text more accessible to the target audience by adding redundancy, explaining and modifying style, and registering.

### TEACHER SUPPORT | STUDENT'S BOOK ACTIVITIES

**Intercultural Encounter** – Students look at the pictures and then say what they see and what they represent. Next, they listen and reproduce the statement below the pictures out loud. Students should say how the statement is related to the pictures. After that, they listen to four audio extracts and check their predictions. They listen to the audio one more time and answer the question in their books, giving reasons to support their opinions. Finally, they are instructed to pay attention to the topic of the discussion and take notes in order to discuss it during the Teacher Support. To complement the exercise, on the **Wiz.tab**, they listen to why a passage can or can't justify the sentence.

**Controversy** – Students start the activity by listening to the statement in their books and reproducing it out loud. Then they follow the same procedure for the content in the **Useful Language** box. Students should use this content to defend their side even if they personally don't agree with it. During the Teacher Support, ask students to justify their answers. Give arguments to contradict them so you can have a quick debate. Praise students for their work at the end of the activity.

### Other Activities

**What's on the Chart?** – Students have a look at the title, subtitle, and chart(s) in the Student's Book. They say what they see and what they think the topic of the discussion is. After that, they listen to the content of the **Useful Language** box and say it out loud. Then they look at the chart(s), interpret the report data using the **Useful Language** content, and justify their interpretations. Finally, they listen to some statements about the chart(s) and mark them as True or False according to the data shown.

**There and Around** – Students are instructed to recap their notes from the previous lesson. Then they watch the video to have a general idea of what it is about. After that, they watch it again and proceed according to the instructions given to start their production. Check if students have any questions.

**UNLOCK** – This task was completed on the **Wiz.tab**. Check if students have any questions.

**Wiz.me** – Students are guided to access the **Personal Assistant** to watch the **There and Around video** on the **Video card**, listen to the class's audio on the **Audio Pack card**, and prepare for their next lesson with the **Class Prep card**.

## LESSON 341

### LEARNING OBJECTIVES

- Can understand complex arguments in newspaper articles.
- Can understand the details of extended and linguistically complex talks on a range of political, environmental, and social issues.
- Can summarize and comment on the content of a linguistically complex text.
- Can contribute to group discussions even when speech is fast and colloquial.
- Can take notes to summarize the key points made during a technical or linguistically complex discussion.

### GRAMMAR

- Emphatic *do*, *does*, and *did* review.

## TEACHER SUPPORT | CHECKING SENTENCES

1. His long-held values did help him succeed. / converge with scientific advancements / cast aspersions on the research
2. I do need to resist the temptation to say what I want about his new research. / I know / I think
3. **What is having a belief shattered akin to?**
4. The scientist presented the putative explanation for the phenomenon. / geneticist / archeologist
5. The medical center established a new incubator for treatments. / research center / health care center
6. **What are some of the ins and outs of being a geneticist?**
7. The teacher praised them for the rigor put into the project. / presentation / article
8. The evolutionary changes were vital to the business's success. / developments / innovations

**Discussion** – Students listen to the audio and reproduce it out loud. Then they use the **Real Life** information to think about the answers. During the Teacher Support, check the answers the students prepared.

- Scientific discoveries in archaeology and genetics can challenge long-held beliefs and reshape our understanding of the past.
- Storytelling and imagination play a significant role in shaping our understanding of history.
- Even though it's important to use our imagination when understanding history, we cannot forget the scientific rigor.

In this practice, encourage students to use relevant structures for their level and praise them for their work.

### Other Activities

**Real Life** – This task was completed on the **Wiz.tab**. Check if students have any questions about this section.

### SB answers:

According to the text, how do the archaeological discoveries impact long-held beliefs about early human societies?

**They challenge long-held beliefs about how early humans organized their societies by presenting new findings indicating different possibilities.**

In what ways does the passage compare the role of accounts of "human origins" today to myths?

**By noting that both serve similar functions, even though the "human origins" are based on scientific accounts.**

What is the significance of the "mitochondrial Eve" concept in the 1980s?

**It is significant because it suggested a putative common ancestor of our entire species.**

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 341**, and work on **Pronunciation Practice** and **Oral Practice**. They may also listen to the audio on the **Audio Pack card** and have extra practice on the **Extra Activities card**.

## LESSON 342

### REITERATIVE LEARNING OBJECTIVES

- Can understand complex arguments in newspaper articles.
- Can understand the details of extended and linguistically complex talks on a range of political, environmental, and social issues.
- Can summarize and comment on the content of a linguistically complex text.
- Can contribute to group discussions even when speech is fast and colloquial.
- Can take notes to summarize the key points made during a technical or linguistically complex discussion.

## TEACHER SUPPORT | STUDENT'S BOOK ACTIVITIES

**Lines of Thinking** – In this activity, students listen to the audio and link the idea that will be presented to a line of thinking, theory, information, or personal experience they remember having heard of. They write down their ideas so you can discuss them during the Teacher Support. Encourage students to use the chunks of language from the **Useful Language** box. To make the conversation flow, feel free to ask questions using *when, where, why, or who*. Praise students for their work at the end of the activity.

**Argue Your Case** – Students look at the image and predict what the audio passage is about. After listening to the audio for general understanding, they answer out loud what the topic of the audio is. Then they listen again and take notes of

important arguments presented by the speaker to build an argument to contradict him/her, even if they agree with his/her opinion. Students present it during the Teacher Support.

## Other Activities

**Your Critical Notes** – Students look at the image and say whether they know what it refers to. Then they take notes in their book according to their views on the topic.

**There and Around** – Students are instructed to recap their notes from the previous lesson. Then they watch the video to have a general idea of what it is about. After that, they watch it again and proceed according to the instructions given to refine and finish their production. Check if students have any questions.

**UNLOCK** – This task was completed on the **Wiz.tab**. Check if students have any questions.

**Wiz.me** – Students are guided to access the **Personal Assistant** to watch the **There and Around video** on the **Video card**, listen to the class's audio on the **Audio Pack card**, and prepare for their next lesson with the **Class Prep card**.

## REVIEW – CIVILIZATION

## TEACHER SUPPORT

**Pinpoint** – Students listen to the text and read it out loud. Then they listen and follow the content of the **Getting the most out of the language** box. Next, they listen to the question and answer it out loud, using the content from the **Getting the most out of the language** box. Then students listen and pay attention to a testimonial on the same topic and think about suggestions for action, taking notes if needed. To check comprehension, students listen to the audio and choose the correct answers. Finally, students read four questions about the topic, which will make them reflect and propose actions to help the speaker. During the Teacher Support, students tell the teacher their answers/ideas. Encourage them to use the vocabulary and structures learned throughout the batch. Praise them for their work.

### Self-assessment

- What is something in history that some people doubt because they find it hard to believe it is true?
- What was the last devastating natural disaster your country went through?

- Could you explain your stance on antitrust laws and provide your reasoning?
- Have you ever reconsidered any of your long-held beliefs or values as you've grown older?
- What do you think of the statement "Geneticists do make a crucial contribution to history"?

**There and Around** – Students review the final version of the work they prepared in the previous Output Lessons of the batch. They make the adjustments needed for the presentation during the Teacher Support.

## Other Activities

**Self-assessment in the Student's Book** – This section will be completed on the **Wiz.tab**. Check the options students marked for the can-do statements. Then ask them if they have any questions and what they need to do to improve their learning. Also, use this moment and information to prepare a review of these L.O.s in the following lessons, to recommend remedial classes, or extra practice in the **Study Hall** if needed.

**Written Part** – Collect the sheets from students' Workbooks to correct them.

**Wiz.me** – Students are guided to practice the content from this batch on the **Let's Check card**, listen to the content on the **Audio Pack card**, and check their development on the **Self-Assessment card**. They should also get ready for the next class by doing the **Class Prep card**.

## LESSON 343

### LEARNING OBJECTIVES

- Can follow a fast-paced conversation between fluent speakers.
- Can understand long and linguistically complex factual texts.
- Can conclude a discursive argument using a range of linguistic devices.
- Can contribute naturally to a conversation about a complex or abstract topic.
- Can explain difficult concepts when communicating with non-experts.

### GRAMMAR

- Using *do*, *so*, and *not* instead of a clause.

## TEACHER SUPPORT | CHECKING SENTENCES

1. I'm profoundly shocked by the robot's lifelike features, and so is he. / surprised / amazed
2. She said AI is becoming ubiquitous, and she did so in writing. / benevolent / widespread
3. Which company is at the forefront of smartphone technology?
4. The captivating design of his brainchild has changed the market. / outstanding / creative
5. A user-friendly interface has been implemented in our company. / business / organization
6. How do you plan to redefine your career in light of the growing influence of AI?
7. We'd better not ignore the marketplace's trends. / demands / conditions
8. We should boil it down to these priorities. / be at the forefront of technology / redefine technology

**Discussion** – Students listen to the audio and reproduce it out loud. Then they use the **Real Life** information to think about the answers. During the Teacher Support, check the answers the students prepared.

- What problems might arise from AI achieving full intelligence?
- In your opinion, how far are we from achieving fully intelligent AI technology, and how could we do so?
- What field would benefit the most from this accomplishment? Why?

In this practice, encourage students to use relevant structures for their level and praise them for their work.

### Other Activities

**Real Life** – This task was completed on the **Wiz.tab**. Check if students have any questions about this section.

### SB answers:

According to the video, what makes Sophia so captivating?

**It's the way she captures some of the finer details of what it means to be human, like personality and human expressions.**

What's David Hanson's purpose in bringing lifelike robotics to the marketplace?

**He says it'll transform AI robotics into a more natural interface and make it more meaningful, enhancing interaction between humans and AI.**

What is Hanson's perspective on addressing the potential full intelligence of AI?

**According to him, it's essential to consider both potential risks and benefits, trying to make it as beneficial as possible.**

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 343**, and work on **Pronunciation Practice** and **Oral Practice**. They may also watch the video from this lesson again on the **Video card**, listen to the audio on the **Audio Pack card**, and have extra practice on the **Extra Activities card**.

## LESSON 344

### REITERATIVE LEARNING OBJECTIVES

- Can follow a fast-paced conversation between fluent speakers.
- Can understand long and linguistically complex factual texts.
- Can conclude a discursive argument using a range of linguistic devices.
- Can contribute naturally to a conversation about a complex or abstract topic.
- Can explain difficult concepts when communicating with non-experts.

## TEACHER SUPPORT | STUDENT'S BOOK ACTIVITIES

**Intercultural Encounter** – Students look at the pictures and then say what they see and what they represent. Next, they listen and reproduce the statement below the pictures out loud. Students should say how the statement is related to the pictures. After that, they listen to four audio extracts and check their predictions. They listen to the audio one more time and answer the question in their books, giving reasons to support their opinions. Finally, they are instructed to pay attention to the topic of the discussion and take notes in order to discuss it during the Teacher Support. To complement the exercise, on the **Wiz.tab**, they listen to why a passage can or can't justify the sentence.

**What's Trending Today?** – Students look at the picture and say out loud things related to what they see. Then they answer the question from the book out loud and are instructed to use smartphones to search for more information. On the **Wiz.tab**, they read a text related to the theme and fill in the gaps with the missing words.

**There and Around** – Students listen to some questions and reflect on the answers. Then they watch the video to have a general idea of what it is about. After that, they watch it again to take notes according to the instructions of the video and discuss them with you or a peer.

### Other Activities

**Lines of Thinking** – In this activity, students listen to the audio and link the idea that will be presented to a line of thinking, theory, information, or personal experience they remember having heard of. They write down their ideas so you can discuss them during the Teacher Support. Encourage students to use the chunks of language from the **Useful Language** box. To make the conversation flow, feel free to ask questions using *when, where, why, or who*. Praise students for their work at the end of the activity.

**UNLOCK** – This task was completed on the **Wiz.tab**. Check if students have any questions.

**Wiz.me** – Students are guided to access the **Personal Assistant** to watch the **There and Around video** on the **Video card**, listen to the class's audio on the **Audio Pack card**, and prepare for their next lesson with the **Class Prep card**.

## LESSON 345

### LEARNING OBJECTIVES

- Can understand the details of extended and linguistically complex professional and technical audio passages.
- Can understand in detail discussions on abstract and complex topics.
- Can critically evaluate a writer's choice of words to express nuances of meaning in an argumentative text.
- Can participate in linguistically complex discussions about attitudes and opinions.
- Can intervene in a discussion to decide on a course of action with a partner or group, reporting on what others have said.
- Can make the main points contained in a complex text more accessible in a presentation to the target audience by adding redundancy.

### GRAMMAR

- Zero, first, second, third, and mixed conditionals review.

### TEACHER SUPPORT | CHECKING SENTENCES

1. If there is a delay in the shipment, our plans will be ruined. / production / project
2. If growers hadn't progressed, they'd have issues with the pests. / innovation / modern equipment
3. Have you ever ended a deal with someone? If so, what was the reason?
4. Can we reach the milestone of cutting expenses? / reducing waste / generating a surplus
5. If I were you, I would analyze transit issues. / financial / economic
6. What are the pros and cons of commercializing edible products?
7. Despite the fresh appearance, the fruit revealed signs of early rot. / good smell / high price
8. If we end a deal, we don't have the opportunity for a partnership. / chance / possibility

**Discussion** – Students listen to the audio and reproduce it out loud. Then they use the **Real Life** information to think about the answers. During the Teacher Support, check the answers the students prepared.

- Unless someone comes up with another idea, using pesticides will continue to be the best way to combat pests in crops.
- Surplus food from restaurants shouldn't be donated under any circumstances.
- If growers don't invest in technology, they won't be competitive in this rapidly evolving market.

In this practice, encourage students to use relevant structures for their level and praise them for their work.

### Other Activities

**Real Life** – This task was completed on the **Wiz.tab**. Check if students have any questions about this section.

### SB answers:

How do apps like PlantixTM and image recognition tech assist farmers in identifying and preventing crop issues?

They quickly identify crop pests and diseases, connecting farmers with experts to save the crops from ruin.

How does Full HarvestTM benefit consumers, growers, and sustainable businesses?

It provides access to affordable produce, supports growers, and aids sustainable businesses.

Why does the speaker use the word magical when he says “innovation alone is no magical solution”?

In this context, *magical* means extremely easy, so he says it isn't actually a very simple process.

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 345**, and work on **Pronunciation Practice** and **Oral Practice**. They may also listen to the audio on the **Audio Pack card** and have extra practice on the **Extra Activities card**.

### LESSON 346

#### REITERATIVE LEARNING OBJECTIVES

- Can understand the details of extended and linguistically complex professional and technical audio passages.
- Can understand in detail discussions on abstract and complex topics.
- Can critically evaluate a writer's choice of words to express nuances of meaning in an argumentative text.
- Can participate in linguistically complex discussions about attitudes and opinions.
- Can intervene in a discussion to decide on a course of action with a partner or group, reporting on what others have said.
- Can make the main points contained in a complex text more accessible in a presentation to the target audience by adding redundancy.

#### TEACHER SUPPORT | STUDENT'S BOOK ACTIVITIES

**Argue Your Case** – Students look at the image and predict what the audio passage is about. After listening to the audio for general understanding, they answer out loud what the topic of the audio is. Then they listen again and take notes of important arguments presented by the speaker to build an argument to contradict him/her, even if they agree with his/her opinion. Students present it during the Teacher Support.

#### Other Activities

**Fact or Opinion?** – Students listen to the audio and follow it on the screen. They say out loud whether they think the content of the audio is mostly based on facts or if it is basically an opinion. They should read the quotes and find evidence to support their answers. To become more aware of what indicates a fact or an opinion,

the students listen to a conversation or to a person talking and click on the options they hear.

**Time to Intervene** – Students say out loud what communication problems they are aware of. Then they listen to the questions and reproduce them out loud. After that, they listen to the audio. They should listen to the audio one more time and answer the questions out loud. To practice, students match the content from the boxes to make sentences related to the audio.

**There and Around** – Students are instructed to recap their notes from the previous lesson. Then they watch the video to have a general idea of what it is about. After that, they watch it again and proceed according to the instructions given to start their production. Check if students have any questions.

**UNLOCK** – This task was completed on the **Wiz.tab**. Check if students have any questions.

**Wiz.me** – Students are guided to access the **Personal Assistant** to watch the **There and Around video** on the **Video card**, listen to the class's audio on the **Audio Pack card**, and prepare for their next lesson with the **Class Prep card**.

### LESSON 347

#### LEARNING OBJECTIVES

- Can understand complex arguments in newspaper articles.
- Can answer questions about abstract topics clearly and in detail.
- Can participate in a discussion of controversial ideas using a range of linguistic devices.
- Can describe and comment on ways in which the work engages the audience.

#### GRAMMAR

- Past tenses review.

#### TEACHER SUPPORT | CHECKING SENTENCES

1. The company has been complicit in the fraudulent activities. / manager / agency
2. They'd investigated a cover-up of health violations. / financial misconduct / financial crisis
3. In your opinion, what has been the most significant breakthrough unearthed by technology?

4. The air pollution led to residents' health impairment. / pesticides / excessive noise
5. Complaints about the occurrence fell on deaf ears. / water contamination / power outage
6. How did overexposure to screens during the pandemic affect your well-being?
7. The discovery of lead particles in the soil was the tipping point for the law. / paint / drinking water
8. The lab has continually dispelled the fears about contamination in the water. / soil / food products

**Discussion** – Students listen to the audio and reproduce it out loud. Then they use the **Real Life** information to think about the answers. During the Teacher Support, check the answers the students prepared.

- Community advocacy sparks change when official oversight mechanisms fail, driving transformation.
- Economic choices impacting public health can pose risks with cost-cutting on environmental safety.
- Whistleblowers expose vital truths despite controversy.

In this practice, encourage students to use relevant structures for their level and praise them for their work.

## Other Activities

**Real Life** – This task was completed on the **Wiz.tab**. Check if students have any questions about this section.

### SB answers:

What prompted LeeAnne Walters to investigate Flint's water, and what did the tests find in her tap water?

**She did so after noticing her tap water had turned brown and her family suffered severe health issues. Tests confirmed the contamination.**

How did Edwards and Walters uncover Flint's water issues, and how did local health agencies verify their findings?

**They distributed water-testing kits to residents. Analysis of samples showed dangerous levels of lead.**

What were the repercussions for Flint officials in the water crisis, and how did the state of Michigan react to Walters and Edwards's revelations?

**Complicit officials were fired. The state of Michigan allocated \$240 million and stopped using the Flint River as a drinking water source.**

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 347**, and work on **Pronunciation Practice** and **Oral Practice**. They may also listen to the audio on the **Audio Pack card** and have extra practice on the **Extra Activities card**.

## LESSON 348

### REITERATIVE LEARNING OBJECTIVES

- Can understand complex arguments in newspaper articles.
- Can answer questions about abstract topics clearly and in detail.
- Can participate in a discussion of controversial ideas using a range of linguistic devices.
- Can describe and comment on ways in which the work engages the audience.

### TEACHER SUPPORT | STUDENT'S BOOK ACTIVITIES

**Controversy** – Students start the activity by listening to the statement in their books and reproducing it out loud. Then they follow the same procedure for the content in the **Useful Language** box. Students should use this content to defend their side even if they personally don't agree with it. During the Teacher Support, ask students to justify their answers. Give arguments to contradict them so you can have a quick debate. Praise students for their work at the end of the activity.

### Other Activities

**Your Critical Notes** – Students look at the image and say whether they know what it refers to. Then they take notes in their book according to their views on the topic.

**Into the Real World** – Students read the questions and say what the main topic of the audio passage is. Then they listen to the audio attentively and check their answer. After that, they read the questions and listen to the audio one more time in order to answer them. Finally, on the **Wiz.tab**, they match the sentence halves.

**There and Around** – Students are instructed to recap their notes from the previous lesson. Then they watch the video to have a general idea of what it is about. After that, they watch it again and proceed according to the instructions given

to refine and finish their production. Check if students have any questions.

**UNLOCK** – This task was completed on the **Wiz.tab**. Check if students have any questions.

**Wiz.me** – Students are guided to access the **Personal Assistant** to watch the **There and Around video** on the **Video card**, listen to the class's audio on the **Audio Pack card**, and prepare for their next lesson with the **Class Prep card**.

### REVIEW – BREAKTHROUGHS

#### TEACHER SUPPORT

**Pinpoint** – Students listen to the text and read it out loud. Then they listen and follow the content of the **Getting the most out of the language** box. Next, they listen to the question and answer it out loud, using the content from the **Getting the most out of the language** box. Then students listen and pay attention to a testimonial on the same topic and think about suggestions for action, taking notes if needed. To check comprehension, students listen to the audio and choose the correct answers. Finally, students read four questions about the topic, which will make them reflect and propose actions to help the speaker. During the Teacher Support, students tell the teacher their answers/ideas. Encourage them to use the vocabulary and structures learned throughout the batch. Praise them for their work.

#### Self-assessment

1. What measures should be implemented to supply clean water to poor communities?
2. What do you find captivating in a person?
3. If you were a grower, would you invest in technology? Why or why not?
4. What reason would lead you to end a deal with someone?
5. What problems can overexposure to lead cause?

**There and Around** – Students review the final version of the work they prepared in the previous Output Lessons of the batch. They make the adjustments needed for the presentation during the Teacher Support.

#### Other Activities

**Self-assessment in the Student's Book** – This section will be completed on the **Wiz.tab**. Check the options students marked for the can-do statements. Then ask them if they have any questions and

what they need to do to improve their learning. Also, use this moment and information to prepare a review of these L.O.s in the following lessons, to recommend remedial classes or extra practice in the **Study Hall** if needed.

**Written Part** – Collect the sheets from students' Workbooks to correct them.

**Wiz.me** – Students are guided to practice the content from this batch on the **Let's Check card**, listen to the content on the **Audio Pack card**, and check their development on the **Self-Assessment card**. They should also get ready for the next class by doing the **Class Prep card**.

### LESSON 349

#### LEARNING OBJECTIVES

- Can critically evaluate a writer's choice of words.
- Can summarize group discussions on a wide range of linguistically complex topics.
- Can infer meaning, opinion, attitude, etc. in fast-paced conversations between fluent speakers.
- Can answer questions about abstract topics clearly and in detail.
- Can edit a linguistically complex text to make it clearer or more concise.

#### GRAMMAR

- Relative clauses with prepositions.

#### TEACHER SUPPORT | CHECKING SENTENCES

1. The company's declaration of bankruptcy affected stakeholders. / shareholders / investors
2. The CEO, with whom I discussed the changes, held employees to account. / boss / manager
3. **What's the trade-off between cost and quality?**
4. The developer, to whom the project was assigned, had lofty ambitions. / designer / engineer
5. No one has been penalized for falling short of expectations. / Everyone / The director
6. **What strategies can businesses implement for renewed market expansion?**
7. She proposed a series of revisions to amend the company's policies. / changes / adjustments
8. I would avoid spreading such reckless ideas. / disruptive / irresponsible

**Discussion** – Students listen to the audio and reproduce it out loud. Then they use the **Real Life** information to think about the answers. During the Teacher Support, check the answers the students prepared.

- How can companies of the future effectively balance the interests of both shareholder and stakeholder groups in their decision-making processes?
- How should companies that do not comply with environmental regulations be penalized?
- What reckless attitudes should companies avoid when it comes to the treatment of employees and workplace culture?

In this practice, encourage students to use relevant structures for their level and praise them for their work.

## Other Activities

**Real Life** – This task was completed on the **Wiz.tab**. Check if students have any questions about this section.

### SB answers:

What does the speaker claim about how shifts in corporate purpose are affecting the traditional view of businesses?

**Corporations were to serve mainly their shareholders, and now they will enshrine a fundamental commitment to all the stakeholders.**

What are the key drivers behind the evolving corporate behavior that prioritizes customers, employees, communities, and the environment?

**It is driven by several factors: An attempt to restore trust, generational change, consumer pressure, and regulatory concerns.**

Why does the speaker call the trend toward a new corporate capitalism “disruptive”?

**Possible answer:** To imply that these influences cause transformative changes in the way corporations operate and make decisions.

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 349**, and work on **Pronunciation Practice** and **Oral Practice**. They may also watch the video from this lesson again on the **Video card**, listen to the audio on the **Audio Pack card**, and have extra practice on the **Extra Activities card**.

## LESSON 350

### REITERATIVE LEARNING OBJECTIVES

- Can critically evaluate a writer's choice of words.
- Can summarize group discussions on a wide range of linguistically complex topics.
- Can infer meaning, opinion, attitude, etc. in fast-paced conversations between fluent speakers.
- Can answer questions about abstract topics clearly and in detail.
- Can edit a linguistically complex text to make it clearer or more concise.

### TEACHER SUPPORT | STUDENT'S BOOK ACTIVITIES

**Controversy** – Students start the activity by listening to the statement in their books and reproducing it out loud. Then they follow the same procedure for the content in the **Useful Language** box. Students should use this content to defend their side even if they personally don't agree with it. During the Teacher Support, ask students to justify their answers. Give arguments to contradict them so you can have a quick debate. Praise students for their work at the end of the activity.

**There and Around** – Students listen to some questions and reflect on the answers. Then they watch the video to have a general idea of what it is about. After that, they watch it again to take notes according to the instructions of the video and discuss them with you or a peer.

## Other Activities

**Your Critical Notes** – Students look at the image and say whether they know what it refers to. Then they take notes in their book according to their views on the topic.

**Time to Intervene** – Students say out loud what communication problems they are aware of. Then they listen to the questions and reproduce them out loud. After that, they listen to the audio. They should listen to the audio one more time and answer the questions out loud. To practice, students match the content from the boxes to make sentences related to the audio.

**UNLOCK** – This task was completed on the **Wiz.tab**. Check if students have any questions.

**Wiz.me** – Students are guided to access the **Personal Assistant** to watch the **There and Around video** on the **Video card**, listen to the class's audio on the **Audio Pack card**, and prepare for their next lesson with the **Class Prep card**.

### LESSON 351

#### LEARNING OBJECTIVES

- Can understand the details in a linguistically complex audio recording.
- Can make complex, challenging content more accessible by explaining difficult aspects more explicitly and adding helpful detail.
- Can adapt their language in order to make a complex topic accessible to recipients who are not familiar with it.
- Can talk about complex financial problems in detail.
- Can summarize in writing a long and complex text, respecting the style and register of the original.

#### GRAMMAR

- *To be to* + infinitive to describe official plans and arrangements;
- *To be due to* + infinitive to describe a formal arrangement.

#### TEACHER SUPPORT | CHECKING SENTENCES

1. Disposable containers are to be recycled as long as they are clean. / Refillable containers / Metal containers
2. This project is due to be funded by private initiatives. / donations / NGOs
3. In your opinion, do the benefits of DRS outweigh its inconveniences? Why or why not?
4. This company tops the table in innovation. / customer satisfaction / sustainable practices
5. Trash is not to be dumped in nature. / in the streets / in parks
6. What kind of people do you think tend to prefer clear-cut solutions?
7. The impact of unredeemed vouchers on our overall sales was negligible. / revenue / earnings
8. Is the document due to be legally binding? / agreement / contract

**Discussion** – Students listen to the audio and reproduce it out loud. Then they use the **Real Life** information to think about the answers. During the Teacher Support, check the answers the students prepared.

- Cities would benefit if they were to tailor container recycling methods to their needs.
- Implementing bottle return schemes may yield negligible environmental benefits, raising questions about the cost-effectiveness of such programs.
- Environmental awareness should be raised by factors beyond monetary incentives.

In this practice, encourage students to use relevant structures for their level and praise them for their work.

#### Other Activities

**Real Life** – This task was completed on the **Wiz.tab**. Check if students have any questions about this section.

#### SB answers:

What countries are highlighted in the audio as topping the table for DRS recovery?

Germany leads, with a 98% DRS recovery rate. Norway follows closely, with around a 92% DRS recovery rate.

What are the challenges voiced by critics of the scheme in Scotland?

Additional costs and inconvenience for store owners and shoppers, and also potential income loss for local councils.

What contrasting environmental impacts are observed in the German DRS regime, according to the audio?

DRS schemes save energy and CO<sub>2</sub> emissions, but shredding and reforming single-use plastics uses energy and creates emissions.

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 351**, and work on **Pronunciation Practice** and **Oral Practice**. They may also listen to the audio on the **Audio Pack card** and have extra practice on the **Extra Activities card**.

## LESSON 352

### REITERATIVE LEARNING OBJECTIVES

- Can understand the details in a linguistically complex audio recording.
- Can make complex, challenging content more accessible by explaining difficult aspects more explicitly and adding helpful detail.
- Can adapt their language in order to make a complex topic accessible to recipients who are not familiar with it.
- Can talk about complex financial problems in detail.
- Can summarize in writing a long and complex text, respecting the style and register of the original.

### TEACHER SUPPORT | STUDENT'S BOOK ACTIVITIES

**Lines of Thinking** – In this activity, students listen to the audio and link the idea that will be presented to a line of thinking, theory, information, or personal experience they remember having heard of. They write down their ideas so you can discuss them during the Teacher Support. Encourage students to use the chunks of language from the **Useful Language** box. To make the conversation flow, feel free to ask questions using *when, where, why, or who*. Praise students for their work at the end of the activity.

### Other Activities

**Did You Overhear That?** – Students listen to the questions in order to predict what they'll hear and say their ideas out loud. Then they listen to the audio and pay attention to the meaning and intonation in the conversation. They listen to the audio a second time and mark the answers in their books. Finally, they listen to the audio once more, complete the activity on the **Wiz.tab**, and correct the answers in their books.

**What's on the Chart?** – Students have a look at the title, subtitle, and chart(s) in the Student's Book. They say what they see and what they think the topic of the discussion is. After that, they listen to the content of the **Useful Language** box and say it out loud. Then they look at the chart(s), interpret the report data using the **Useful Language** content, and justify their interpretations. Finally, they listen to some

statements about the chart(s) and mark them as True or False according to the data shown.

**There and Around** – Students are instructed to recap their notes from the previous lesson. Then they watch the video to have a general idea of what it is about. After that, they watch it again and proceed according to the instructions given to start their production. Check if students have any questions.

**UNLOCK** – This task was completed on the **Wiz.tab**. Check if students have any questions.

**Wiz.me** – Students are guided to access the **Personal Assistant** to watch the **There and Around video** on the **Video card**, listen to the class's audio on the **Audio Pack card**, and prepare for their next lesson with the **Class Prep card**.

## LESSON 353

### LEARNING OBJECTIVES

- Can understand complex arguments in newspaper articles.
- Can recognize a speaker's feelings or attitude in linguistically complex speech.
- Can use persuasive language in a discussion where there are disagreements.
- Can talk about complex financial problems in detail.
- Can take notes to summarize the key points made during a technical or linguistically complex speech.

### GRAMMAR

- Uses of *such*.

### TEACHER SUPPORT | CHECKING SENTENCES

1. We feel obliged to prioritize efficiency in such a time-pressed environment. / world / society
2. The team displayed such consistency that we were impressed. / determination / focus
3. What do you think of systematic approaches to organizing things?
4. He cut through the noise and conceded that my argument was valid. / acknowledged / accepted
5. Effective persuasion requires understanding of human psychology. / knowledge / awareness
6. How can reciprocity help build stronger relationships?

7. They debunked the idea that energy scarcity won't hamper progress. / water / fossil fuel
8. I see interdependence between cognition and behavioral patterns. / the connection / the relation

**Discussion** – Students listen to the audio and reproduce it out loud. Then they use the **Real Life** information to think about the answers. During the Teacher Support, check the answers the students prepared.

- Businesses must ensure their persuasive techniques ethically respect the consumers' or employees' autonomy.
- Businesses are expected to be influential, and such influence relies more on contextual factors than on an abundance of information.
- CPOs have become such an important role within a company that every business should consider having one to enhance communication effectiveness.

In this practice, encourage students to use relevant structures for their level and praise them for their work.

### Other Activities

**Real Life** – This task was completed on the **Wiz.tab**. Check if students have any questions about this section.

### SB answers:

What concept does Cialdini introduce in his book regarding impactful changes?

The concept of “small big,” which highlights the significance of small changes in business, policy-making, and individual behavior.

How does Cialdini challenge the traditional approach to influencing decisions in his book?

By emphasizing that successful influence is shaped more by context and the psychological environment than by an abundance of information.

What argument is used by other experts when they highlight the importance of Cialdini's work?

They say that Cialdini's work shows that persuasion means changing the way “people see the facts.”

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 353**, and work on **Pronunciation Practice** and **Oral Practice**. They may also listen to the audio on the **Audio Pack card** and have extra practice on the **Extra Activities card**.

## LESSON 354

### REITERATIVE LEARNING OBJECTIVES

- Can understand complex arguments in newspaper articles.
- Can recognize a speaker's feelings or attitude in linguistically complex speech.
- Can use persuasive language in a discussion where there are disagreements.
- Can talk about complex financial problems in detail.
- Can take notes to summarize the key points made during a technical or linguistically complex speech.

### TEACHER SUPPORT | STUDENT'S BOOK ACTIVITIES

**Intercultural Encounter** – Students look at the pictures and then say what they see and what they represent. Next, they listen and reproduce the statement below the pictures out loud. Students should say how the statement is related to the pictures. After that, they listen to four audio extracts and check their predictions. They listen to the audio one more time and answer the question in their books, giving reasons to support their opinions. Finally, they are instructed to pay attention to the topic of the discussion and take notes in order to discuss it during the Teacher Support. To complement the exercise, on the **Wiz.tab**, they listen to why a passage can or can't justify the sentence.

**Case Study** – Students begin this activity by reading the titles of each case they will listen to and by predicting what they are about. Then they listen to the two speakers presenting their case. Students think of possible solutions for the problems presented and take notes. During the Teacher Support, listen to their ideas, comment on them, and share your own thoughts so you can delve deeper into the subject. Praise students for their work after you finish the activity.

### Other Activities

**Fact or Opinion?** – Students listen to the audio and follow it on the screen. They say out loud whether they think the content of the audio is mostly based on facts or if it is basically an opinion. They should read the quotes and find evidence to support their answers. To become

more aware of what indicates a fact or an opinion, the students listen to a conversation or to a person talking and click on the options they hear.

**There and Around** – Students are instructed to recap their notes from the previous lesson. Then they watch the video to have a general idea of what it is about. After that, they watch it again and proceed according to the instructions given to refine and finish their production. Check if students have any questions.

**UNLOCK** – This task was completed on the **Wiz.tab**. Check if students have any questions.

**Wiz.me** – Students are guided to access the **Personal Assistant** to watch the **There and Around video** on the **Video card**, listen to the class's audio on the **Audio Pack card**, and prepare for their next lesson with the **Class Prep card**.

## REVIEW – ECONOMICS

### TEACHER SUPPORT

**Pinpoint** – Students listen to the text and read it out loud. Then they listen and follow the content of the **Getting the most out of the language** box. Next, they listen to the question and answer it out loud, using the content from the **Getting the most out of the language** box. Then students listen and pay attention to a testimonial on the same topic and think about suggestions for action, taking notes if needed. To check comprehension, students listen to the audio and choose the correct answers. Finally, students read four questions about the topic, which will make them reflect and propose actions to help the speaker. During the Teacher Support, students tell the teacher their answers/ideas. Encourage them to use the vocabulary and structures learned throughout the batch. Praise them for their work.

#### Self-assessment

1. What implications does the declaration of a climate emergency have for global policies?
2. Can you recall an incident in which a reckless decision turned out to have positive outcomes?
3. How can a company engage with shareholders when performance indicators fall short of targets?
4. In your country, how do companies facing environmental law violations get penalized?
5. How do you manage scarcity in your life, whether it's time, resources, or opportunities?

**There and Around** – Students review the final version of the work they prepared in the previous

Output Lessons of the batch. They make the adjustments needed for the presentation during the Teacher Support.

### Other Activities

**Self-assessment in the Student's Book** – This section will be completed on the **Wiz.tab**. Check the options students marked for the can-do statements. Then ask them if they have any questions and what they need to do to improve their learning. Also, use this moment and information to prepare a review of these L.O.s in the following lessons, to recommend remedial classes or extra practice in the **Study Hall** if needed.

**Written Part** – Collect the sheets from students' Workbooks to correct them.

**Wiz.me** – Students are guided to practice the content from this batch on the **Let's Check card**, listen to the content on the **Audio Pack card**, and check their development on the **Self-Assessment card**. They should also get ready for the next class by doing the **Class Prep card**.

## LESSON 355

### LEARNING OBJECTIVES

- Can identify examples that support a particular interpretation of a linguistically complex text.
- Can summarize and comment on the content of a linguistically complex text.
- Can spontaneously pose a series of questions to encourage people to think about their prior knowledge of an abstract issue.
- Can adapt their language in order to make a topic accessible to recipients who are not familiar with it.

### GRAMMAR

- Introducing opinions.

### TEACHER SUPPORT | CHECKING SENTENCES

1. The reality is that conventional education is more socially accepted. / traditional / standard
2. To be quite honest, I'm an admirer of the way they fight. / strive / speak
3. What's unbearable for you in some parents' behavior?
4. Quite frankly, I get irritated when they undermine kids. / frustrated / annoyed

5. I'll never accept the idea that my dreams are out of reach. / impossible / not achievable
6. What are the risks of too straightforward feedback for kids?
7. From what I can gather, meeting everyone's expectations isn't always satisfying. / fulfilling / important
8. My teacher's support was my biggest motivator. / feedback / encouragement

**Discussion** – Students listen to the audio and reproduce it out loud. Then they use the **Real Life** information to think about the answers. During the Teacher Support, check the answers the students prepared.

- How does balancing external rewards and personal fulfillment impact performance in education or work?
- What are the drawbacks of relying too much on rewards or punishments to motivate people?
- How can we encourage internal drive in sports, arts, or work, and why is it important for personal satisfaction?

In this practice, encourage students to use relevant structures for their level and praise them for their work.

### Other Activities

**Real Life** – This task was completed on the **Wiz.tab**. Check if students have any questions about this section.

#### SB answers:

How does the speaker use the examples of Tom and Mira to contrast views among parents regarding their role in fostering children's success?

**Some parents believe that all their children need is love; others believe that their children need clear rules about what's good and what's not.**

What are the implications for children who were solely brought up under strict guidelines of what is considered right and wrong?

**Since there is neither time to play nor to relax, they don't discover their own interests, and being alone bores them.**

What's the importance of having balanced intrinsic and extrinsic motivation?

**We can learn what we want and get the feedback we need to stay motivated to explore new roads to a better society.**

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 355**, and work on **Pronunciation Practice** and **Oral Practice**. They may also watch the video from this lesson again on the **Video card**, listen to the audio on the **Audio Pack card**, and have extra practice on the **Extra Activities card**.

### LESSON 356

#### REITERATIVE LEARNING OBJECTIVES

- Can identify examples that support a particular interpretation of a linguistically complex text.
- Can summarize and comment on the content of a linguistically complex text.
- Can spontaneously pose a series of questions to encourage people to think about their prior knowledge of an abstract issue.
- Can adapt their language in order to make a topic accessible to recipients who are not familiar with it.

### TEACHER SUPPORT | STUDENT'S BOOK ACTIVITIES

**There and Around** – Students listen to some questions and reflect on the answers. Then they watch the video to have a general idea of what it is about. After that, they watch it again to take notes according to the instructions of the video and discuss them with you or a peer.

#### Other Activities

**Fact or Opinion?** – Students listen to the audio and follow it on the screen. They say out loud whether they think the content of the audio is mostly based on facts or if it is basically an opinion. They should read the quotes and find evidence to support their answers. To become more aware of what indicates a fact or an opinion, the students listen to a conversation or to a person talking and click on the options they hear.

**Did You Overhear That?** – Students listen to the questions in order to predict what they'll hear and say their ideas out loud. Then they listen to the audio and pay attention to the meaning and intonation in the conversation. They listen to the audio a second time and mark the answers in their books. Finally, they listen to the audio once more, complete the activity on the **Wiz.tab**, and correct the answers in their books.

**What's Trending Today?** – Students look at the picture and say out loud things related to what they see. Then they answer the question from the book out loud and are instructed to use smartphones to search for more information. On the **Wiz.tab**, they read a text related to the theme and fill in the gaps with the missing words.

**UNLOCK** – This task was completed on the **Wiz.tab**. Check if students have any questions.

**Wiz.me** – Students are guided to access the **Personal Assistant** to watch the **There and Around video** on the **Video card**, listen to the class's audio on the **Audio Pack card**, and prepare for their next lesson with the **Class Prep card**.

## LESSON 357

### LEARNING OBJECTIVES

- Can understand the details of extended and linguistically complex audio recordings.
- Can identify examples that support a particular interpretation of a linguistically complex text.
- Can participate in discussions in order to try to reach a consensus.
- Can frame a discussion to decide on a course of action with a partner or group, elaborating and weighing up multiple points of view.
- Can make the main points contained in a complex text more accessible to the target audience by adding redundancy or explaining and modifying style and register.

### GRAMMAR

- Expressions to describe habits and tendencies.

### TEACHER SUPPORT | CHECKING SENTENCES

1. I'm not prone to overspending on household items. / using acronyms / discussing wealth
2. As a financial advisor, I tend to advocate for thrift to boost savings. / personal advisor / career advisor
3. How do people who practice thrift behave?
4. I've embraced frugality as a way to live below my means. / simplicity / careful budgeting
5. Amassing wealth is a top priority for me. / Living comfortably / Doing what I love
6. How committed are you to amassing knowledge?

7. As time goes by, I learn newfound ways to manage my finances. / emotions / time
8. She made a withdrawal from her savings to invest in her business. / venture / the stock market

**Discussion** – Students listen to the audio and reproduce it out loud. Then they use the **Real Life** information to think about the answers. During the Teacher Support, check the answers the students prepared.

- Passion for one's work can certainly diminish concerns about retirement.
- Trading one's youth for wealth is not worth it.
- Early retirement enables individuals to pursue a more balanced and fulfilling life.

In this practice, encourage students to use relevant structures for their level and praise them for their work.

### Other Activities

**Real Life** – This task was completed on the **Wiz.tab**. Check if students have any questions about this section.

### SB answers:

What does the acronym FIRE stand for?

It stands for "Financial Independence, Retire Early."

What's the primary aim for those adopting FIRE as a lifestyle or financial approach?

Work hard to amass enough savings to leave the workforce earlier, which will make it possible for them to pursue their passions later in life.

What are the fundamental concepts proposed by Adeney to achieve early retirement?

Frugality to accumulate savings, investing in the stock market, and adopting a strategy for annual withdrawal rate.

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 357**, and work on **Pronunciation Practice** and **Oral Practice**. They may also listen to the audio on the **Audio Pack card** and have extra practice on the **Extra Activities card**.

## LESSON 358

## REITERATIVE LEARNING OBJECTIVES

- Can understand the details of extended and linguistically complex audio recordings.
- Can identify examples that support a particular interpretation of a linguistically complex text.
- Can participate in discussions in order to try to reach a consensus.
- Can frame a discussion to decide on a course of action with a partner or group, elaborating and weighing up multiple points of view.
- Can make the main points contained in a complex text more accessible to the target audience by adding redundancy or explaining and modifying style and register.

## TEACHER SUPPORT | STUDENT'S BOOK ACTIVITIES

**Intercultural Encounter** – Students look at the pictures and then say what they see and what they represent. Next, they listen and reproduce the statement below the pictures out loud. Students should say how the statement is related to the pictures. After that, they listen to four audio extracts and check their predictions. They listen to the audio one more time and answer the question in their books, giving reasons to support their opinions. Finally, they are instructed to pay attention to the topic of the discussion and take notes in order to discuss it during the Teacher Support. To complement the exercise, on the **Wiz.tab**, they listen to why a passage can or can't justify the sentence.

**Controversy** – Students start the activity by listening to the statement in their books and reproducing it out loud. Then they follow the same procedure for the content in the **Useful Language** box. Students should use this content to defend their side even if they personally don't agree with it. During the Teacher Support, ask students to justify their answers. Give arguments to contradict them so you can have a quick debate. Praise students for their work at the end of the activity.

## Other Activities

**Your Critical Notes** – Students look at the image and say whether they know what it refers to. Then they take notes in their book according to their views on the topic.

**There and Around** – Students are instructed to recap their notes from the previous lesson. Then they watch the video to have a general idea of what it is about. After that, they watch it again and proceed according to the instructions given to start their production. Check if students have any questions.

**UNLOCK** – This task was completed on the **Wiz.tab**. Check if students have any questions.

**Wiz.me** – Students are guided to access the **Personal Assistant** to watch the **There and Around video** on the **Video card**, listen to the class's audio on the **Audio Pack card**, and prepare for their next lesson with the **Class Prep card**.

## LESSON 359

## LEARNING OBJECTIVES

- Can identify inferred meaning in a linguistically complex text.
- Can answer questions about abstract topics clearly and in detail.
- Can substitute an equivalent term for a word they can't recall.
- Can describe and present arguments related to a subject using a range of linguistic devices.
- Can take notes to summarize the key points made during a technical or linguistically complex discussion.

## GRAMMAR

- Inversion after *neither* and *nor*.

## TEACHER SUPPORT | CHECKING SENTENCES

1. The anthropologist's discoveries weren't rare, nor were they popularized. / neither were they / and they weren't
2. Neither did their ideas define friendship, nor were they insightful. / inspiring / crucial
3. What activity do you use as a substitute for screen time?
4. Roughly half of the work is done. / correlates with the objectives / consists of writing reports
5. Their groundbreaking discoveries are actually considered commonplace. / a drop in the ocean / not a big deal
6. What is the underlying reason for choosing your entertainment activities?

7. They have always had intimate conversations. / relationships / connections
8. The company's new policy includes a restricted area for the employees. / access / entry

**Discussion** – Students listen to the audio and reproduce it out loud. Then they use the **Real Life** information to think about the answers. During the Teacher Support, check the answers the students prepared.

- Non-verbal cues are essential in building and maintaining relationships.
- Online interactions can lead to misunderstandings and disappointment.
- Online interactions can facilitate global connections and foster collaboration across borders.

In this practice, encourage students to use relevant structures for their level and praise them for their work.

### Other Activities

**Real Life** – This task was completed on the **Wiz.tab**. Check if students have any questions about this section.

### SB answers:

What are some potential issues with how people communicate in online relationships, according to the passage?

In online relationships, communication relies on virtual interactions, which can sometimes lead to misunderstandings and a feeling of emotional distance.

What positive aspects of online relationships does the passage concede despite their limitations?

They're valuable for maintaining connections over long distances and building communities with shared interests.

What does the writer mean by "video calls can bridge the gap to an extent," in the last paragraph?

Possible answer: Video calls can help reduce or overcome a certain degree of distance.

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 359**, and work on **Pronunciation Practice** and **Oral Practice**. They may also listen to the audio on the **Audio Pack card** and have extra practice on the **Extra Activities card**.

## LESSON 360

### REITERATIVE LEARNING OBJECTIVES

- Can identify inferred meaning in a linguistically complex text.
- Can answer questions about abstract topics clearly and in detail.
- Can substitute an equivalent term for a word they can't recall.
- Can describe and present arguments related to a subject using a range of linguistic devices.
- Can take notes to summarize the key points made during a technical or linguistically complex discussion.

### TEACHER SUPPORT | STUDENT'S BOOK ACTIVITIES

**Lines of Thinking** – In this activity, students listen to the audio and link the idea that will be presented to a line of thinking, theory, information, or personal experience they remember having heard of. They write down their ideas so you can discuss them during the Teacher Support. Encourage students to use the chunks of language from the **Useful Language** box. To make the conversation flow, feel free to ask questions using *when*, *where*, *why*, or *who*. Praise students for their work at the end of the activity.

**Argue Your Case** – Students look at the image and predict what the audio passage is about. After listening to the audio for general understanding, they answer out loud what the topic of the audio is. Then they listen again and take notes of important arguments presented by the speaker to build an argument to contradict him/her, even if they agree with his/her opinion. Students present it during the Teacher Support.

### Other Activities

**What's on the Chart?** – Students have a look at the title, subtitle, and chart(s) in the Student's Book. They say what they see and what they think the topic of the discussion is. After that, they listen to the content of the **Useful Language** box and say it out loud. Then they look at the chart(s), interpret the report data using the **Useful Language** content, and justify their interpretations. Finally, they listen to some statements about the chart(s) and mark them as True or False according to the data shown.

**There and Around** – Students are instructed to recap their notes from the previous lesson. Then they watch the video to have a general idea of what it is about. After that, they watch it again and proceed according to the instructions given to refine and finish their production. Check if students have any questions.

**UNLOCK** – This task was completed on the **Wiz.tab**. Check if students have any questions.

**Wiz.me** – Students are guided to access the **Personal Assistant** to watch the **There and Around video** on the **Video card**, listen to the class's audio on the **Audio Pack card**, and prepare for their next lesson with the **Class Prep card**.

### REVIEW – PERSPECTIVES

### TEACHER SUPPORT

**Pinpoint** – Students listen to the text and read it out loud. Then they listen and follow the content of the **Getting the most out of the language** box. Next, they listen to the question and answer it out loud, using the content from the **Getting the most out of the language** box. Then students listen and pay attention to a testimonial on the same topic and think about suggestions for action, taking notes if needed. To check comprehension, students listen to the audio and choose the correct answers. Finally, students read four questions about the topic, which will make them reflect and propose actions to help the speaker. During the Teacher Support, students tell the teacher their answers/ideas. Encourage them to use the vocabulary and structures learned throughout the batch. Praise them for their work.

#### Self-assessment

1. How are people who are feeling irritated inclined to react?
2. Do you have a dream that seems to be out of reach? If so, what is it?
3. What's a situation where you couldn't be extravagant, nor did frugality seem appropriate?
4. Why do you think more and more people are prone to hire a financial advisor nowadays?
5. How do you handle crucial moments that demand quick decision-making?

**There and Around** – Students review the final version of the work they prepared in the previous Output Lessons of the batch. They make the adjustments needed for the presentation during the Teacher Support.

### Other Activities

**Self-assessment in the Student's Book** – This section will be completed on the **Wiz.tab**. Check the options students marked for the can-do statements. Then ask them if they have any questions and what they need to do to improve their learning. Also, use this moment and information to prepare a review of these L.O.s in the following lessons, to recommend remedial classes or extra practice in the **Study Hall** if needed.

**Written Part** – Collect the sheets from students' Workbooks to correct them.

**Wiz.me** – Students are guided to practice the content from this batch on the **Let's Check card**, listen to the content on the **Audio Pack card**, and check their development on the **Self-Assessment card**. They should also get ready for the next class by doing the **Class Prep card**.