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## CHECKING SENTENCES

### 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.**

### LESSON 241

#### LEARNING OBJECTIVES

- Can work collaboratively with people who have different cultural orientations, discussing similarities and differences in views and perspectives.
- Can understand the main ideas of complex technical discussions in their field.
- Can understand similarities and differences between points of view in extended texts.
- Can distinguish between fact and opinion in informal discussion at natural speed.
- Can add non-essential information to a sentence.

#### GRAMMAR

- Non-restrictive relative clauses.

#### TEACHER SUPPORT | CHECKING SENTENCES

1. Social inequality is considered one of the main reasons for violence. / hunger / poverty
2. Which different perspectives can be considered when talking about refugee issues?
3. The man, who left his country, has a rich cultural background. / relevant / remarkable
4. The politician, whose work has never been recognized, decided to leave. / scientist / researcher
5. What are the benefits and drawbacks of globalization?
6. They found it hard to understand their cultural norms. / perspective / background

**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 could lead people to be less judgmental toward different cultures and subcultures?
- How do you think it is possible to blend different cultures and social classes in a peaceful society?

- Why do you think we can sometimes change our opinion about something after seeing it from another perspective? Has it ever happened to you?

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 can you define low culture?

Low culture is the cultural behavior and ideas that are popular with most of the people in society.

What's mainstream media?

It's the cultural patterns that are broadly in line with society's cultural ideals and values.

Why is the U.S. considered a melting pot?

Because of its history as a country of immigrants.

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 241**, and work on **Oral Practice**. They may also watch the video from this lesson again on the **Video card**, and listen to the audio on the **Audio Pack card**.

### LESSON 242

#### REITERATIVE LEARNING OBJECTIVES

- Can work collaboratively with people who have different cultural orientations, discussing similarities and differences in views and perspectives.
- Can understand the main ideas of complex technical discussions in their field.
- Can understand similarities and differences between points of view in extended texts.
- Can distinguish between fact and opinion in informal discussion at natural speed.
- Can add non-essential information to a sentence.

## 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.

**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 correct their production, they listen to three questions and choose the correct option.

**There and Around** – Students watch the first part of the Instructional video and take notes. After that, they take a look at the realia that they can use as a model. Students should use the realia to start discussing their ideas for the text they will develop in order to present in the **Review class**.

**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 complete the **Homework card** and the **Speaking Practice card** to work on Pronunciation Practice. They also have to watch the **There and Around video** and get ready for the next class by doing the **Class Prep card**.

## LESSON 243

### LEARNING OBJECTIVES

- Can work collaboratively with people who have different cultural orientations, discussing similarities and differences in views and perspectives.
- Can synthesize information from different sources in order to give a written or oral summary.
- Can follow a wide range of factual and creative texts and summarize themes and opinions.
- Can produce sentences using defining relative clauses and omitting the relative pronoun.

### GRAMMAR

- Omission of relative pronouns in defining (restrictive) relative clauses.

## TEACHER SUPPORT | CHECKING SENTENCES

1. The woman I interviewed last night lives on an Indian reservation. / saw / talked to
2. Is your generation aware of the importance of preserving the environment? Why (not)?
3. The violence against those indigenous people was the tip of the iceberg. / The fire on the reservation / The conflict between the tribes
4. The man I told you about studied the contributions of our ancestors. / of Native American nations / of past generations
5. What contribution would you like to leave to the generations to come?
6. The reason why that tribe became extinct is plain as day. / culture / reservation

**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.

- Can you mention any current social upheavals you consider to be just the tip of the iceberg?
- How would you describe an active citizen?
- What do you believe we should teach our future generations?

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 kinds of artifacts help us understand the life of early Americans? Why are they important?

Pottery, jewelry, and tools. Because they allow us to know what their life was like.

Who were the first Native American inhabitants?

Northeast Asians that depended on bison and other animals for their survival. They crossed from one continent to the other during the ice age.

Were the Crow, Black Foot, Comanche, and Lakota nations nomadic or non-nomadic? Why?

They were all nomadic. They depended on buffalo herds to survive.

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 243**, and work on **Oral Practice**. They may also listen to the audio from this lesson on the **Audio Pack card**.

## LESSON 244

### REITERATIVE LEARNING OBJECTIVES

- Can work collaboratively with people who have different cultural orientations, discussing similarities and differences in views and perspectives.
- Can synthesize information from different sources in order to give a written or oral summary.
- Can follow a wide range of factual and creative texts and summarize themes and opinions.
- Can produce sentences using defining relative clauses and omitting the relative pronoun.

### TEACHER SUPPORT | STUDENT'S BOOK ACTIVITIES

**Intercultural Encounter** – Students look at the pictures and describe what they see. Then they listen and reproduce the statement below the pictures out loud. Students should guess which picture the statement is related to. After that, they listen to four audio extracts and check their predictions. Finally, they listen to the audio one more time and answer the question in their books, giving reasons to support their opinions. To check their answers, students choose the correct word to complete the statement on the Wiz.tab. During the Teacher Support, students justify their answers.

### Other Activities

**Rhetorical Questions** – Students listen to the model, pay attention to the intonation, and reproduce it out loud. After that, they read the sentences or questions

in their books, answering each of them with a rhetorical question from the box. They should complement them with their opinions, and say them out loud. To close the activity, they drag the words from the list to the correct place.

**What Tone is That?** – In the first part of the activity, students think of feelings they may have when going through a certain situation. Then they create a sentence and say it out loud, using different intonations in order to express different feelings. After that, students listen to the audio and try to recognize the character's feelings and emotions. They should listen to the audio one more time and write their answers in their books. To correct the exercise, students match the possible answers on the Wiz.tab.

**There and Around** – Students watch the second part of the Instructional video. They should use the realia to start preparing and producing the work they will present in the **Review class**.

**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 complete the **Homework card** and the **Speaking Practice card** to work on **Pronunciation Practice**. They also have to watch the **There and Around video**, and get ready for the next class by doing the **Class Prep card**.

## LESSON 245

### LEARNING OBJECTIVES

- Can talk about what can affect a culture.
- Can talk about glocalization and globalization.
- Can summarize a wide range of texts, discussing contrasting points and main themes.
- Can systematically develop an argument, giving the reasons for or against a point of view.
- Can use restrictive and non-restrictive relative clauses.

### GRAMMAR

- Restrictive and non-restrictive relative clauses.

### TEACHER SUPPORT | CHECKING SENTENCES

1. Globalization may have urged communities to change their educational institutions. / centers / schools
2. What's a positive aspect of glocalization?
3. They believe they can continue their studies with remote sessions. / project / course

4. The conflicts took place in two distinct areas. / remote / peaceful
5. Who's the person who has taught you the most about culture?
6. They are tired, but they won't throw in the towel. / stop fighting / be defeated

**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 think it's possible to decelerate globalization? Why or why not?
- What could be a big push to urge young people to keep their local culture?
- What are the pros and cons of globalization?

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 is the government of Bhutan trying to maintain?  
**They are trying to preserve their culture and keep their traditions alive.**

What kind of problems are they facing?  
**People that moved away from their country do not return for festivities and celebrations. They are afraid their culture will be lost to globalization.**

What were the measures taken by the government?  
**They started a glocalization movement, they created a Broadcast Service, they insist on the use of traditional clothes in meetings and schools and are incentivizing homestays.**

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 245**, and work on **Oral Practice**. They may also listen to the audio from this lesson on the **Audio Pack card**.

## LESSON 246

### REITERATIVE LEARNING OBJECTIVES

- Can talk about what can affect a culture.
- Can talk about glocalization and globalization.
- Can summarize a wide range of texts, discussing contrasting points and main themes.
- Can systematically develop an argument, giving the reasons for or against a point of view.
- Can use restrictive and non-restrictive relative clauses.

### 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 point of view on the topic 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

**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 check their answers, students fill in the blanks with the words from the list.

**What's on the Chart?** – Students have a look at the title, subtitle, and graphic(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 graphic(s), interpret the report data using the **Useful Language** content, and justify their interpretations. Finally, they listen to some statements about the graphics and mark them as True or False according to the data shown.

**There and Around** – Students watch the third part of the instructional video. They should use the realia to continue the preparation and production of the work they will present in the next class. Check with students if they understood the three parts of the video and clarify any questions they may have.

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

## CHECKING SENTENCES

**Wiz.me** – Students are guided to access the **Personal Assistant** to complete the **Homework card** and the **Speaking Practice card** to work on **Pronunciation Practice**.

### REVIEW – CULTURE

### TEACHER SUPPORT

**Pinpoint** – Students listen to the text and read it out loud. Then they read the question and reflect upon it. They should take a look at the **Getting the most out of the language** box and say the words in it out loud as well. After that, they listen to a testimonial on the same topic. To check comprehension, students listen to the audio one more time and choose the correct answers. Finally, students read two 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 something positive in a multicultural society?
2. What could be done to make access to culture available to everybody?
3. Have you ever thrown in the towel after something that went wrong? How did you feel about it?
4. What is something that describes your own culture?
5. Can you name some changes you urge for in your city?

**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 LOs 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 247

### LEARNING OBJECTIVES

- Can build on people's ideas and link them into coherent lines of thinking.
- Can write about feelings and the personal significance of experiences in detail.
- Can identify key information in linguistically complex conversation at a natural speed.
- Can recognize contrasting arguments in a structured, discursive text.
- Can give arguments emphasizing that something is always true, no matter the conditions.

### GRAMMAR

- Use of *no matter* + Relative Pronoun.

### TEACHER SUPPORT | CHECKING SENTENCES

1. You should stand taller for being unique. / different / unlike the others
2. No matter which group you're a part of, you should reclaim your pride. / roots / rights
3. How are culture and education intertwined?
4. What comes to mind when you think of discrimination? / prejudice / social restrictions
5. In your opinion, should people always be open to reviewing their thinking?
6. He said that he felt enslaved. / reluctant / self-sufficient

**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.

- Are there any recent facts that reinforce the importance of the Black Pride movement?
- How is pride intertwined with self-confidence?
- What other movements are gaining strength nowadays?

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 is Black Pride according to the video?  
**It is choosing to celebrate the things that are socially, culturally, and legally deemed undesirable, harmful, or illegitimate. It's about embracing yourself.**

What important events were taking place in 1968?  
**Muhammad Ali refused to be drafted in the Vietnam War, Martin Luther King was assassinated, and Richard Nixon became the president.**

How did James Brown become a symbol of the Black Pride movement?  
**After being pointed out as not a Black Pride supporter, he wrote a hit song about black pride.**

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 247**, and work on **Oral Practice**. They may also watch the video from this lesson again on the **Video card**, and listen to the audio from this lesson on the **Audio Pack card**.

## LESSON 248

### REITERATIVE LEARNING OBJECTIVES

- Can build on people's ideas and link them into coherent lines of thinking.
- Can write about feelings and the personal significance of experiences in detail.
- Can identify key information in linguistically complex conversation at a natural speed.
- Can recognize contrasting arguments in a structured, discursive text.
- Can give arguments emphasizing that something is always true, no matter the conditions.

### 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

**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 quote and find evidence to support their answers. To correct their production, they listen to three questions and choose the correct option.

**Into the Real World** – Students listen to the audio attentively and read the questions about what they have just heard. Then they listen to the audio one more time and answer the questions in their books. After that, they match the sentences to find some possible answers on the Wiz.tab.

**There and Around** – Students watch the first part of the Instructional video and take notes. After that, they take a look at the realia that they can use as a model. Students should use the realia to start discussing their ideas for the text they will present in the **Review class**.

**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 complete the **Homework card** and the **Speaking Practice card** to work on **Pronunciation Practice**. They also have to watch the **There and Around video** and get ready for the next class by doing the **Class Prep card**.

## LESSON 249

### LEARNING OBJECTIVES

- Can defend arguments on polemic issues.
- Can rationalize their actions.
- Can recognize a feeling from a tone of voice.
- Can discuss trends in a particular country.
- Can explain the purpose of something.

### GRAMMAR

- So as to with infinitive clauses.

### TEACHER SUPPORT | CHECKING SENTENCES

1. Have well-anchored arguments so as to convince your employees. / encourage / influence
2. It would help if you managed your business so as not to be in the hands of others. / money / tasks
3. Who can be considered a symbol of virtue, in your opinion?

## CHECKING SENTENCES

4. She wants to get there no matter how. / build up her strength / achieve her goals
5. She used a lilting tone of voice so as to entertain the audience. / an enthusiastic / an aggressive
6. Do you usually defend your loved ones regardless of the situation?

**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.

- Is it fair that the choice of our names is in the hands of our parents? Justify.
- Under what circumstances should people have the right to change their names?
- Is honoring ancestors important in your culture when choosing people's names?

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:

Who was Te-Ping named after?

**She was named after her paternal grandfather.**

Why did she avoid saying her real name at restaurants and coffee shops?

**She thought it was easier than hearing someone stumble over her name.**

How important was taking on her name for her identity?  
**It has helped make her who she is.**

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 249**, and work on **Oral Practice**. They may also listen to the audio from this lesson on the **Audio Pack card**.

## LESSON 250

### REITERATIVE LEARNING OBJECTIVES

- Can defend arguments on polemic issues.
- Can rationalize their actions.
- Can recognize a feeling from a tone of voice.
- Can discuss trends in a particular country.
- Can explain the purpose of something.

## TEACHER SUPPORT | STUDENT'S BOOK ACTIVITIES

**What's Trending Today?** – Students look at the picture and say out loud things related to what they see. Then they read the question in their books and think about the answer: *Regarding names, what's trending in South Korea?* After that, they are instructed to listen to two questions on the topic on the Wiz.tab. and think about the answers. The questions are: *Do you think South Korean people tend to keep their traditions? / Will the exposure to the West bring inevitable changes to naming people?*

Students can use their smartphones to search for the information they need.

During the Teacher Support, ask students to tell you what they found out. In this practice, encourage students to use relevant structures for their level and praise them for their work.

### Other Activities

**Intercultural Encounter** – Students look at the pictures and describe what they see. Then they listen and reproduce the statement below the pictures out loud. Students should guess which picture the statement is related to. After that, they listen to four audio extracts and check their predictions. Finally, they listen to the audio one more time and answer the question in their books, giving reasons to support their opinions. To check their answers, students choose the correct word to complete the statement on the Wiz.tab.

**What Tone is That?** – In the first part of the activity, students think of feelings they may have when going through a certain situation. Then they create a sentence and say it out loud using different intonations in order to express different feelings. After that, students listen to the audio and try to recognize the character's feelings and emotions. They should listen to the audio one more time and write their answers in their books. To correct the exercise, students match the possible answers on the Wiz.tab.

**There and Around** – Students watch the second part of the Instructional video. They should use the realia to start preparing and producing the work they will present in the **Review class**.

**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 complete the **Homework card** and the **Speaking Practice card** to work on **Pronunciation Practice**. They also have to watch the **There and Around video** and get ready for the next class by doing the **Class Prep card**.

### LESSON 251

#### LEARNING OBJECTIVES

- Can build on people's ideas and link them into coherent lines of thinking.
- Can defend arguments on polemic issues.
- Can rationalize their actions.
- Can talk about trends in a particular country.
- Can scan a text for key information.
- Can develop arguments on a given topic.
- Can recognize the difference between culture and subculture.

#### GRAMMAR

- Adverbial phrases in comments.

### TEACHER SUPPORT | CHECKING SENTENCES

1. Practically speaking, all the projects are submitted for our boss's approval. / manager / president?
2. He makes a point of showing his hatred for his opponents. / refugees / immigrants
3. Why is it important for some people to keep up with fashion trends?
4. The indigenous lands comprised a large part of this country. / My ancestors' / Native Americans'
5. Taking the long view, what do you believe will happen to our planet?
6. At the end of the day, what matters is how noble he is. / affectionate / idealistic

**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 are your views on following a trend or joining a subculture one identifies with?
- Do you believe we should all seek uniqueness in our styles and habits? Justify.
- In your view, what can a subculture represent for society?

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 people embrace a subculture?

By following its fashion – clothes, hairstyles, cool places to meet, cool films to quote, 'in' attitudes to art, and a disdain for anything conventional.

How have subcultures outside the mainstream been seen by society?

They have always been seen as a threat.

If a subculture is not necessarily a rejection of social norms, what can it represent?

It can represent an appreciation of something outside of the mainstream.

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 251**, and work on **Oral Practice**. They may also listen to the audio from this lesson on the **Audio Pack card**.

### LESSON 252

#### REITERATIVE LEARNING OBJECTIVES

- Can build on people's ideas and link them into coherent lines of thinking.
- Can defend arguments on polemic issues.
- Can rationalize their actions.
- Can talk about trends in a particular country.
- Can scan a text for key information.
- Can develop arguments on a given topic.
- Can recognize the difference between culture and subculture.

### 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 point of view on the topic 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 graphic(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

## CHECKING SENTENCES

the **Useful Language** box and say it out loud. Then they look at the graphic(s), interpret the report data using the **Useful Language** content, and justify their interpretations. Finally, they listen to some statements about the graphics and mark them as True or False according to the data shown.

**Time to Intervene** – Students say out loud what communication problems they are aware of. Then they listen to the questions and say them out loud. After that, they listen to the audio attentively. After listening to the audio one more time, they answer the questions out loud. To check their answers, students fill in the blanks with the words from the list.

**There and Around** – Students watch the third part of the instructional video. They should use the realia to continue the preparation and production of the work they will present in the next class. Check with students if they understood the three parts of the video and clarify any questions they may have.

**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 complete the **Homework card** and the **Speaking Practice card** to work on **Pronunciation Practice**.

## REVIEW – IDENTITY

### TEACHER SUPPORT

**Pinpoint** – Students listen to the text and read it out loud. Then they read the question and reflect upon it. They should take a look at the **Getting the most out of the language** box and say the words in it out loud as well. After that, they listen to a testimonial on the same topic. To check comprehension, students listen to the audio one more time and choose the correct answers.

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

#### Self-assessment

1. Has discrimination against minorities increased or decreased lately? Justify.
2. Do the members of your family follow any tradition when naming kids? If so, which one?
3. Would you give your son or daughter an unusual name? Why or why not?

4. How open are you to rethinking your ideas?
5. Do you consider yourself an idealistic person? Why or why not?

**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 LOs 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 253

### LEARNING OBJECTIVES

- Can give a reasoned opinion of a project, showing awareness of the thematic and structural features and referring to the opinions and arguments of others.
- Can write an accurate summary of an essay or article on a familiar topic.
- Can extract the main points from news items, etc. with opinions and arguments.
- Can recognize the tone and intended audience of a structured text.
- Can formulate questions and feedback to encourage people to expand on their thinking and justify or clarify their opinions.

### GRAMMAR

- Use of *It's time* + Simple Past and *would rather* + Simple Past.

### TEACHER SUPPORT | CHECKING SENTENCES

1. They assumed people would be more productive. / efficient / practical
2. I'd rather you discouraged inappropriate behavior. / words / comments
3. What can be the consequences of breaking the law?
4. It's time you realized that isolating yourself isn't the solution. / being upset / being rude
5. How can inclusion become an important asset to a company?
6. It's time you stopped making these derogatory comments. / inappropriate / rude

**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 people benefit from diversity in the workplace
- What are some ways to stop derogatory conversations in the workplace?
- What would you do if you saw inappropriate behavior by a colleague at work?

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:

Mention five spectrums/spectra of diversity according to the video.

**Possible answers:** Race, gender, age, language, physical characteristics, disabilities, sexual orientation, economic status, parental status, education, geographic origin, profession, lifestyle, religion, and position in the company hierarchy.

What makes the workplace more and more multicultural?  
**Possible answers:** International trade, travel, and migration.

What are some attitudes that can be adopted in order to respect people's differences?

**Possible answers:** Reject stereotypes, be mindful of the words used, avoid humor about race, religion, or gender.

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 253**, and work on **Oral Practice**. They may also watch the video from this lesson again on the **Video card**, and listen to the audio on the **Audio Pack card**.

## LESSON 254

### REITERATIVE LEARNING OBJECTIVES

- Can give a reasoned opinion of a project, showing awareness of the thematic and structural features and referring to the opinions and arguments of others.
- Can write an accurate summary of an essay or article on a familiar topic.
- Can extract the main points from news items, etc. with opinions and arguments.
- Can recognize the tone and intended audience of a structured text.
- Can formulate questions and feedback to encourage people to expand on their thinking and justify or clarify their opinions.

### 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

**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's basically an opinion. Then they should read the quotes and find evidence to support their answers. To correct their production, they listen to three questions and choose the correct option.

**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

## CHECKING SENTENCES

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 watch the first part of the Instructional video and take notes. After that, they take a look at the realia that they can use as a model. Students should use the realia to start discussing their ideas for the text they will present in the **Review class**.

**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 complete the **Homework card** and the **Speaking Practice card** to work on **Pronunciation Practice**. They also have to watch the **There and Around video** and get ready for the next class by doing the **Class Prep card**.

## LESSON 255

### LEARNING OBJECTIVES

- Can give a reasoned opinion of a project, showing awareness of the thematic, structural, and formal features and referring to the opinions and arguments of others.
- Can highlight the main issue that needs to be resolved in a complex task and the important aspects that need to be taken into account.
- Can give a structured written explanation of a problem.
- Can summarize, comment on, and discuss a wide range of factual and imaginative texts.
- Can formulate questions and feedback to encourage people to expand on their thinking and justify or clarify their opinions.

### GRAMMAR

- Comparison between clauses.

### TEACHER SUPPORT | CHECKING SENTENCES

1. Besides being fully equipped, this studio is affordable. / comfortable / cozy
2. For how long will visually impaired people have to face the same challenges? / dilemmas / barriers
3. How accessible are the premises in stores in your city?

4. Housing companies are more worried about making money than offering accessible units. / accommodation / buildings
5. Is skepticism a barrier to achieving goals?
6. He didn't take the blame for the crime, thanks to his lawyer's well-founded arguments. / assertive / eloquent

**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.

- Why do you believe disability rates are on the rise?
- What can be done to prevent these rates from increasing?
- Is prejudice against people with disabilities still a barrier that needs to be broken?

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 Tamvi's barriers to independent living make her feel?

Possible answers: She feels very unequal, not having the kind of freedom other people have, and feeling guilty about the people who are with her.

What does she mean by saying she won't hold her breath before going somewhere?

Possible answers: She means that she prefers not to have any expectations.

What does Shaun mean when he says that Tamvi's skepticism proved well-founded?

Possible answer: He means that, unfortunately, she did find places that were inaccessible to people with disabilities like her.

Why does Tamvi believe legislation is not working when it comes to having premises prepared for people with disabilities?

Possible answers: She thinks people don't pay attention to it because they haven't had experience of the situation.

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 255**, and work on **Oral Practice**. They may also listen to the audio from this lesson on the **Audio Pack card**.

## LESSON 256

## REITERATIVE LEARNING OBJECTIVES

- Can highlight the main issue that needs to be resolved in a complex task and the important aspects that need to be taken into account.
- Can give a structured written explanation of a problem. Can summarize, comment on, and discuss a wide range of factual and imaginative texts.
- Can formulate questions and feedback to encourage people to expand on their thinking and justify or clarify their opinions.

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 point of view on the topic 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

**Rhetorical Questions** – Students listen to the model, pay attention to the intonation, and reproduce it out loud. After that, they read the sentences or questions in their books, answering each of them with a rhetorical question from the box. They should complement the sentences with their opinions, and say them out loud. To close the activity, they drag the words from the list to the correct place.

**What Tone is That?** – In the first part of the activity, students think of feelings they may have when going through a certain situation. Then they create a sentence and say it out loud, using different intonations in order to express different feelings. After that, students listen to the audio and try to recognize the character's feelings and emotions. They should listen to the audio one more time and write their answers in their books. To correct the exercise, students match the possible answers on the Wiz.tab.

**There and Around** – Students watch the second part of the Instructional video. They should use the realia to start preparing and producing the work they will present in the **Review class**.

**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 complete the **Homework card** and the **Speaking Practice card** to work on Pronunciation Practice. They also have to watch the **There and Around video** and get ready for the next class by doing the **Class Prep card**.

## LESSON 257

## LEARNING OBJECTIVES

- Can adjust to the changes of direction, style, and emphasis normally found in conversation.
- Can write a detailed, reasoned argument for or against a case.
- Can understand summaries of data or research used to support an extended argument.
- Can identify key information in a linguistically complex text.
- Can formulate questions and feedback to encourage people to expand on their thinking and justify or clarify their opinions.

## GRAMMAR

- *Not only ... but also ...* to add information.

TEACHER SUPPORT |  
CHECKING SENTENCES

1. He subconsciously blames his mother for his situation. / learning difficulties / problems
2. She's not only worried about this problem but also about her health. / tests / projects
3. What's something you have difficulty coping with?
4. What kind of barriers do visually impaired people face? / deal with / cope with
5. Do people's perceptions of the world change as they grow older? Justify.
6. Work overload can lead to a meltdown. / burnout / exhaustion

**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 anxiety be controlled?
- What can cause a person to have a meltdown?
- Do you agree that noise pollution subconsciously increases stress levels? Justify your answer.

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 a key issue for individuals with autism?

**Hypersensitivity to sights, sounds, smells, and tastes.**

What feeling does the autistic person refer to when he / she mentions the need to get out of the place?

**Anxiety.**

How can virtual reality establish empathy between neurotypical people and autistic people?

**Through a computer-generated 3D simulation of an experience, neurotypical people can feel almost exactly as if they were actually in the situation of an autistic person.**

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 257**, and work on **Oral Practice**. They may also listen to the audio from this lesson on the **Audio Pack card**.

them and share yours so you can delve deeper into the subject. Praise students for their work after you finish the activity.

### Other Activities

**What's on the Chart?** – Students have a look at the title, subtitle, and graphic(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 graphic(s), interpret the report data using the **Useful Language** content, and justify their interpretations. Finally, they listen to some statements about the graphics and mark them as True or False according to the data shown.

**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 check their answers, students fill in the blanks with the words from the list.

**There and Around** – Students watch the third part of the instructional video. They should use the realia to continue the preparation and production of the work they will present in the next class. Check with students if they understood the three parts of the video and clarify any questions they may have.

**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 complete the **Homework card** and the **Speaking Practice card** to work on **Pronunciation Practice**.

## REVIEW – PLURALITY

### TEACHER SUPPORT

**Pinpoint** – Students listen to the text and read it out loud. Then they read the question and reflect upon it. They should take a look at the **Getting the most out of the language** box and say the words in it out loud as well. After that, they listen to a testimonial on the same topic. To check comprehension, students listen to the audio one more time and choose the correct answers.

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

## TEACHER SUPPORT | STUDENT'S BOOK ACTIVITIES

**Case Study** – Students begin this activity by reading the titles of two cases they will listen to and by predicting what they are about. Then they listen to the two speakers presenting their case and asking for help to deal with it. Students think of possible solutions for the problems presented and take notes. During the Teacher Support, choose which case you will work on with your students. Listen to their ideas, comment on

### Self-assessment

1. What's something you'd rather quit? Why?
2. Is it easy for you to bring controversial issues to the table? Why or why not?
3. Do you feel more productive in the morning, afternoon, or at night?
4. How do you react when exposed to an embarrassing situation?
5. Is some people's skepticism about the future well-founded?

**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 LOs 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 259

### LEARNING OBJECTIVES

- Can ask people to explain how an idea fits with the main topic under discussion.
- Can structure longer texts in clear, logical paragraphs.
- Can understand cause and effect relationships in informal conversations at natural speed.
- Can understand the positive and negative connotations of words that have similar meanings.

### GRAMMAR

- As if and as though + Simple Present.

## TEACHER SUPPORT | CHECKING SENTENCES

1. He labels people as if they are all the same. / children / coworkers
2. Why hasn't he spoken about her disability for such a long time? / dyslexia / ADHD
3. What are some behaviors correlated with ADHD?
4. You are talking as though he dropped out because of his diagnosis. / dyslexia / ADHD
5. Why are there dropouts in college courses?
6. It feels as if it's a torturous decision. / a harmful / an effective

**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's the teacher's and family's role in a class with kids with disabilities?
- What is the classmates' role in this situation?
- What are other reasons for the existence of dropouts in your country besides disabilities?

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:

Mention one of the issues Jonathan Mooney faced during his school years.

Possible answers: He couldn't sit still in elementary school. He couldn't keep quiet in middle school. He had a hard time learning to read and reading out loud during high school.

What were the causes and consequences related to his dropping out of school?

He was diagnosed with dyslexia and ADHD. After that, he dropped out of school and started struggling with mental health challenges such as anxiety, depression, and suicidal thoughts.

What are the good and the bad things about dyslexia according to Jonathan Mooney?

People may struggle with reading and spelling, but on the other hand, creativity correlates with learning differences.

**Wiz.me** - Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 259**, and work on **Oral Practice**. They may also listen to the audio from this lesson on the **Audio Pack card**.

### LESSON 260

#### REITERATIVE LEARNING OBJECTIVES

- Can ask people to explain how an idea fits with the main topic under discussion.
- Can structure longer texts in clear, logical paragraphs.
- Can understand cause and effect relationships in informal conversation at natural speed.
- Can understand the positive and negative connotations of words that have similar meanings.

#### 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

**Rhetorical Questions** – Students listen to the model, pay attention to the intonation, and reproduce it out loud. After that, they read the sentences or questions in their books, answering each of them with a rhetorical question from the box. They should complement them with their opinions, and say them out loud. To close the activity, they drag the words from the list to the correct place.

**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 check their answers, students fill in the blanks with the words from the list.

**There and Around** – Students watch the first part of the Instructional video and take notes. After that, they take a look at the realia that they can use as a model. Students should use the realia to start discussing their ideas for the text they will develop in order to present in the **Review class**.

**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 complete the **Homework card** and the **Speaking Practice card** to work on **Pronunciation**

**Practice.** They also have to watch the **There and Around video** and get ready for the next class by doing the **Class Prep card**.

### LESSON 261

#### LEARNING OBJECTIVES

- Can compare the advantages and disadvantages of possible approaches and solutions to an issue or a problem.
- Can express the same idea with a different level of formality appropriate to the audience.
- Can recognize repetition of ideas through substitution, paraphrasing, etc. in complex arguments.
- Can synthesize information from different sources in order to give a written or oral summary.

#### GRAMMAR

- As if and as though + Simple Past.

#### TEACHER SUPPORT | CHECKING SENTENCES

1. Experts estimate unemployment rates will increase due to the pandemic. / economic problems / political problems
2. What qualities would you highlight in successful people?
3. He acts as though it was not a serious problem. / situation / matter
4. Students' performances have been affected by poor evaluations. / inappropriate / a lack of
5. What can a school avoid by giving students psychological support?  
**Possible answers:** Discrimination, social isolation, bullying, lack of self-esteem, or harassment.
6. She acts as though she knew her prognosis. / chances / future

**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 do you know about school dropout rates in your country?
- Are advances in technology a turn of the tide for people with disabilities? Justify.
- What do you think the role of psychologists in inclusive education is?

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 Stefan feel fortunate when compared to most people who have a disability?

Possible answer: Because he had access to expensive evaluations most people can't afford.

What's the main purpose of the online learning assessment platform he created?

Possible answer: It's to make diagnoses easier for people so there are fewer undiagnosed cases.

What consequences of underdiagnosing learning disabilities does Stefan highlight?

Possible answer: Higher dropout, homelessness, and unemployment rates.

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 261**, and work on **Oral Practice**. They may also listen to the audio from this lesson on the **Audio Pack card**.

## LESSON 262

### REITERATIVE LEARNING OBJECTIVES

- Can compare the advantages and disadvantages of possible approaches and solutions to an issue or problem.
- Can express the same idea with a different level of formality appropriate to the audience.
- Can recognize repetition of ideas through substitution, paraphrasing, etc. in complex arguments.
- Can synthesize information from different sources in order to give a written or oral summary.

### 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 point of view on the topic 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 graphic(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 graphic(s), interpret the report data using the **Useful Language** content, and justify their interpretations. Finally, they listen to some statements about the graphics and mark them as True or False according to the data shown.

**What Tone is That?** – In the first part of the activity, students think of feelings they may have when going through a certain situation. Then they create a sentence and say it out loud using different intonations in order to express different feelings. After that, students listen to the audio and try to recognize the character's feelings and emotions. They should listen to the audio one more time and write their answers in their books. To correct the exercise, students match the possible answers on the Wiz.tab.

**There and Around** – Students watch the second part of the Instructional video. They should use the realia to start preparing and producing the work they will present in the **Review class**.

**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 complete the **Homework card** and the **Speaking Practice card** to work on **Pronunciation Practice**. They also have to watch the **There and Around video** and get ready for the next class by doing the **Class Prep card**.

## LESSON 263

### LEARNING OBJECTIVES

- Can talk in detail about choices that have been significant or life-changing using linguistically complex language.
- Can make the content of a text on a subject in his / her field of interest more accessible to a target audience by adding examples, reasoning and explanatory comments.
- Can follow extended speech expressing unstructured ideas and thoughts.
- Can identify specific information in a linguistically complex factual text.

### GRAMMAR

- As if and as though + Past Perfect.

## TEACHER SUPPORT | CHECKING SENTENCES

1. It seemed as though he had devised something relevant for visually impaired people. / people with ADHD / people with dyslexia
2. How can dogs help visually impaired people?
3. They will give their heart and soul for their son's recognition. / improvement / rights
4. Have you heard about other inspiring stories like the one you saw last class?
5. He's illiterate when it comes to computers. / skillful / creative
6. She acted as if she had been given inadequate information. / practical / relevant

**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 of any inspiring stories like Sabriye Tenberken's?
- Do you think it's important to have people with disabilities in politics? Justify your answer.
- How have schools and universities become more inclusive lately?

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 Sabriye Tenberken hope for when she decided to found *Braille Without Borders*?

**She hoped not only to help Tibetans, but also visually impaired people from other developing countries.**

Why was there a high occurrence of visual impairment in Tibet?

**It was due to high altitude, heavy sun exposure, and inadequate medical care.**

How is *Braille Without Borders* maintained?

**They get funds from donors in Germany and the Netherlands.**

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 263**, and work on **Oral Practice**. They may also listen to the audio from this lesson on the **Audio Pack card**.

## LESSON 264

### REITERATIVE LEARNING OBJECTIVES

- Can talk in detail about choices that have been significant or life-changing, using linguistically complex language.
- Can make the content of a text on a subject in his / her field of interest more accessible to a target audience by adding examples, reasoning, and explanatory comments.
- Can follow extended speech expressing unstructured ideas and thoughts.
- Can identify specific information in a linguistically complex factual text.

## TEACHER SUPPORT | STUDENT'S BOOK ACTIVITIES

**What's Trending Today?** – Students look at the picture and say out loud things related to what they see. Then they read the question in their books and think about the answer: *Regarding technological accessibility tools, what's trending today?* After that, they are instructed to listen to a question on the topic on the Wiz.tab. and think about the answer. The question is: *Do you know any of the newest trends in technology for people with disabilities?*

Students can use their smartphones to search for the information they need.

During the Teacher Support, ask students to tell you what they found out. In this practice, encourage students to use relevant structures for their level and praise them for their work.

### 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's basically an opinion. Then they should read the quotes and find evidence to support their answers. To correct their production, they listen to three questions and choose the correct option.

**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.

## CHECKING SENTENCES

**There and Around** – Students watch the third part of the instructional video. They should use the realia to continue the preparation and production of the work they will present in the next class. Check with students if they understood the three parts of the video and clarify any questions they may have.

**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 complete the **Homework card** and the **Speaking Practice card** to work on **Pronunciation Practice**.

## REVIEW – EQUITY

### TEACHER SUPPORT

**Pinpoint** – Students listen to the text and read it out loud. Then they read the question and reflect upon it. They should take a look at the **Getting the most out of the language** box and say the words in it out loud as well. After that, they listen to a testimonial on the same topic. To check comprehension, students listen to the audio one more time and choose the correct answers.

Finally, students read two questions about the topic which will make them reflect and propose actions to help the speaker. During the Teacher Support, ask students to tell you 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 poverty and school dropout rates correlated?
2. What does ADHD mean?
3. How harmful can labeling people be?
4. How important is a psychological evaluation for the development of people with disabilities?
5. What's the impact of high unemployment rates on society?

**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

LOs 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 265

### LEARNING OBJECTIVES

- Can speculate about a future event using a range of linguistic devices.
- Can take accurate notes in meetings and seminars on most matters likely to arise within his / her field of interest.
- Can understand the speaker's point of view on most topics delivered at natural speed and in standard language.
- Can summarize, comment on, and discuss factual and imaginative texts.

### GRAMMAR

- Question with *to be + it* and complement clauses.

### TEACHER SUPPORT | CHECKING SENTENCES

1. What was it that evolved so quickly? / grew / developed
2. What was it that made you so interested in technology?
3. The hurdles were so hard that he looked grim. / exhausted / overwhelmed
4. His unnatural behavior made us think he was lying. / awkward / weird
5. Do you think technology can go beyond nature? Justify.
6. I can't decide what to do in this situation. / am in two minds about / don't know

**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 technology can benefit human biology?

- How do you think technology can damage human biology?
- What are the cutting-edge tech evolutions you have heard about lately?

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 is transhumanism?

It's the idea of using technology to augment humans beyond natural evolution.

What are the effects perceived in astronauts when in unnatural habitats?

They often suffer conditions like muscle damage and vision problems, or even blindness.

What is the cutting-edge technology mentioned that could eliminate disease?

Genetic technology.

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 265**, and work on **Oral Practice**. They may also watch the video from this lesson again on the **Video card**, and listen to the audio on the **Audio Pack card**.

## LESSON 266

### REITERATIVE LEARNING OBJECTIVES

- Can speculate about a future event using a range of linguistic devices.
- Can take accurate notes in meetings and seminars on most matters likely to arise within his / her field of interest.
- Can understand the speaker's point of view on most topics delivered at natural speed and in standard language.
- Can summarize, comment on, and discuss factual and imaginative texts.

## TEACHER SUPPORT | STUDENT'S BOOK ACTIVITIES

**What's Trending Today?** – Students look at the picture and say out loud things related to what they see. Then they read the question in their books and think about the answer: *Regarding genetics, what's trending today?* After that, they are instructed to listen to a question on the topic on the Wiz.tab. and think about the answer. The question is: *Do you know anything about genetic technology?* Students can use their smartphones to search for the information they need. During the Teacher Support, ask students to tell you what they found out. In this practice, encourage students to use relevant structures for their level and praise them for their work.

### Other Activities

**Into the Real World** – Students listen to the audio attentively and read the questions about what they have just heard. Then they listen to the audio one more time and answer the questions in their books. After that, they match the sentences to find some possible answers on the Wiz.tab.

**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 watch the first part of the Instructional video and take notes. After that, they take a look at the realia that they can use as a model. Students should use the realia to start discussing their ideas for the text they will develop in order to present in the **Review class**.

**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 complete the **Homework card** and the **Speaking Practice card** to work on **Pronunciation Practice**. They also have to watch the **There and Around video** and get ready for the next class by doing the **Class Prep card**.

### LESSON 267

#### LEARNING OBJECTIVES

- Can convey information and ideas on abstract and concrete topics.
- Can paraphrase an idea using a range of linguistic devices.
- Can understand inferred meaning in formal structured text.
- Can emphasize an idea by introducing a sentence with a relative clause.

#### GRAMMAR

- Cleft sentences in the present, past, and future.

### TEACHER SUPPORT | CHECKING SENTENCES

1. The fact is that the prices depend on the availability of the commodities. / products / goods
2. Why do hospitals need to move with the times?
3. The refugees were provided with food, shelter, and first aid. / local people / patients
4. This neighborhood needs better provisions. / community / region
5. What is the downside of telemedicine?
6. It's the dependence on technology that's the problem. / concern / hurdle

**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 is a major concern in our society when it comes to health care?  
*Answers may vary.*
- What are some possible reasons for the increase in health care demand?  
*Possible answer: Preventable illnesses, increasing desire for a healthy life, growing aging population.*
- What provisions should hospitals provide to the community?  
*Possible answer: Ambulances, clinical laboratories, day-care services, pharmacy, OPD (Outpatient Department) procedures.*

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 service does Naseer's company provide?  
*They connect hospitals around the United States in the cloud so that patients have access to physicians throughout the country.*

How do they ensure the system's security?  
*They say they have the highest level of encryption in health care, so information is more secure than emails or smartphones.*

According to Naseer, where does the problem of health care lie?

*Nasser says technology and innovation are not properly used to make the health system more efficient.*

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 267**, and work on **Oral Practice**. They may also listen to the audio from this lesson on the **Audio Pack card**.

### LESSON 268

#### REITERATIVE LEARNING OBJECTIVES

- Can convey information and ideas on abstract and concrete topics.
- Can paraphrase an idea using a range of linguistic devices.
- Can understand inferred meaning in formal structured text.
- Can emphasize an idea by introducing a sentence with a kind of relative clause.

### 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

**What's on the Chart?** – Students have a look at the title, subtitle, and graphic(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 graphic(s), interpret the report data using the **Useful Language** content, and justify their interpretations. Finally, they listen to some statements about the graphics and mark them as True or False according to the data shown.

**Intercultural Encounter** – Students look at the pictures and describe what they see. Then they listen and reproduce the statement below the pictures out loud. Students should guess which picture the statement is related to. After that, they listen to four audio extracts and check their predictions. Finally, they listen to the audio one more time and answer the question in their books, giving reasons to support their opinions. To check their answers, students choose the correct word to complete the statement on the Wiz.tab.

**There and Around** – Students watch the second part of the Instructional video. They should use the realia to start preparing and producing the work they will present in the **Review class**.

**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 complete the **Homework card** and the **Speaking Practice card** to work on **Pronunciation Practice**. They also have to watch the **There and Around video** and get ready for the next class by doing the **Class Prep card**.

## LESSON 269

### LEARNING OBJECTIVES

- Can get the gist of specialized articles and technical texts outside their field.
- Can use inversion for emphasis, dramatic purposes, or formality.
- Can distinguish between a fact and an opinion.

### GRAMMAR

- Inversion of subject and verb after initial complex adverbials.

## TEACHER SUPPORT | CHECKING SENTENCES

1. The scientists succeeded in eradicating the disease. / developing a vaccine for / finding a cure for
2. His flawed arguments can lead to judgmental comments. / disrespectful / unsympathetic
3. Is erasing bad memories a good technique to get rid of psychological trauma? Why or why not?
4. His provocative words made me feel embarrassed. / awkward attitudes / dishonest proposal
5. In what situation would you accept being a guinea pig?
6. Not until yesterday did I recall his name. / Under no circumstances / Only then

**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 false memories affect our daily lives?  
**Possible answer:** They can lead to false accusations and false convictions for crimes, for example.
- How can people cope with their bad memories?  
**Possible answer:** By processing their emotions, distracting themselves with healthy activities.
- In the text, a professor succeeded in erasing spider phobias in patients by manipulating their fear memory. What other benefits could memory manipulation bring to human beings?  
**Possible answer:** Manipulating memories can help us to spot associations and connections, and treat brain illnesses.

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 are memories considered malleable?

**Possible answer:** They can always be rewritten, not just by us but by others as well.

According to the text, what happens when you recall a memory?

**Possible answer:** Aspects of it change slightly and then new memory records will be saved.

How does Julia Shaw's memory system show potential failure in the criminal system?

The fact that she can convince subjects that they have committed crimes that never even took place shows that people can create a memory of a crime even when they were not actually involved.

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 269**, and work on **Oral Practice**. They may also listen to the audio from this lesson on the **Audio Pack card**.

### LESSON 270

#### REITERATIVE LEARNING OBJECTIVES

- Can get the gist of specialized articles and technical texts outside their field.
- Can use inversion for emphasis, dramatic purposes, or formality.
- Can distinguish between a fact and an opinion.

#### 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 point of view on the topic 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

**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's basically an opinion. Then they should read the quotes and find evidence to support their answers. To correct their production, they listen to three questions and choose the correct option.

**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 check their answers, students fill in the blanks with the words from the list.

**There and Around** – Students watch the third part of the instructional video. They should use the realia to

continue the preparation and production of the work they will present in the next class. Check with students if they understood the three parts of the video and clarify any questions they may have.

**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 complete the **Homework card** and the **Speaking Practice card** to work on **Pronunciation Practice**.

#### REVIEW – TECHNOLOGY

#### TEACHER SUPPORT

**Pinpoint** – Students listen to the text and read it out loud. Then they read the question and reflect upon it. They should take a look at the **Getting the most out of the language** box and say the words in it out loud as well. After that, they listen to a testimonial on the same topic. To check comprehension, students listen to the audio one more time and choose the correct answers. Finally, students read two questions about the topic, which will make them reflect and propose actions to help the speaker. During the Teacher Support, ask students to tell you 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 a hurdle scientists face in your country?
2. What company is famous for its cutting-edge products?
3. What provisions does your neighborhood lack?
4. Do you always check hotel availability before traveling? Why or why not?
5. What is the downside of working on your own?

**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 LOs in the following lessons, to recommend remedial classes, or extra practice in the Study Hall if needed.

## CHECKING SENTENCES

**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 271

#### LEARNING OBJECTIVES

- Can summarize the statements made by two sides, highlighting areas of agreement and obstacles to agreement.
- Can make accessible for others the main contents of a text on a subject of interest (e.g. an essay, a forum discussion, a presentation) by paraphrasing in simpler language.
- Can understand the speaker's point of view on most topics delivered at natural speed and in standard language.
- Can recognize the repetition of ideas expressed by substitution, paraphrasing, etc.

#### GRAMMAR

- Third Conditional: *If* + Past Perfect + *would have* + past participle;
- Mixed Conditional: *If* + Past Perfect + *would* + infinitive.

### TEACHER SUPPORT | CHECKING SENTENCES

1. I knew he would thrive as he is a great entrepreneur. / do a good job / do well
2. What's the strategy of ride-hailing apps that displaced taxi services?
3. They would have thrived if they'd had more investment. / money / time
4. How did startups change the world of business?
5. If I'd known about her ideas, I would have been supportive. / strategy / specialty
6. We'd like to start now. / get down to business / open a startup

**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 you compare a startup to a small business?

Possible answer: A startup may have a shorter life cycle, can be riskier, and may take longer to achieve profit. It can make owners millionaires, though, e.g. Uber™.

- How do you think refugee entrepreneurs can inspire other refugees to set up a startup??
- Can you list some pros of a startup?

Possible answers: Agility, efficiency, team culture, and personalization.

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 Qaseem consider his niche?  
*Customizing bikes.*

What is the estimated output of informal business in Zaatari?

The UN estimates that businesses in Zaatari generate \$13M a month.

How does Hassan keep his business costs down?  
*He makes big batches of baked sweets to keep costs down.*

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 271**, and work on **Oral Practice**. They may also watch the video from this lesson again on the Video card, and listen to the audio on the **Audio Pack card**.

### LESSON 272

#### REITERATIVE LEARNING OBJECTIVES

- Can summarize the statements made by two sides, highlighting areas of agreement and obstacles to agreement.
- Can make accessible for others the main contents of a text on a subject of interest (e.g. an essay, a forum discussion, a presentation) by paraphrasing in simpler language.
- Can understand the speaker's point of view on most topics delivered at natural speed and in standard language.
- Can recognize the repetition of ideas expressed by substitution, paraphrasing, etc.

## TEACHER SUPPORT | STUDENT'S BOOK ACTIVITIES

**What's Trending Today?** – Students look at the picture and say out loud things related to what they see. Then they read the question in their books and think about the answer: *Regarding new startup ideas, what's trending today?* After that, they are instructed to listen to a question on the topic on the Wiz.tab. and think about the answer. The question is: *Do you know anything about new startups?* Students can use their smartphones to search for the information they need. During the Teacher Support, ask students to tell you what they found out. In this practice, encourage students to use relevant structures for their level and praise them for their work.

### Other Activities

**Into the Real World** – Students listen to the audio attentively and read the questions about what they've just heard. Then they listen to the audio one more time and answer the questions in their books. After that, they match the sentences to find some possible answers on the Wiz.tab.

**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 watch the first part of the Instructional video and take notes. After that, they take a look at the realia that they can use as a model. Students should use the realia to start discussing their ideas for the text they'll develop in order to present in the **Review class**.

**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 complete the **Homework card** and the **Speaking Practice card** to work on **Pronunciation Practice**. They also have to watch the **There and Around video** and get ready for the next class by doing the **Class Prep card**.

## LESSON 273

### LEARNING OBJECTIVES

- Can talk about hypothetical events and actions and their possible consequences.
- Can understand the speaker's point of view on most topics delivered at natural speed and in standard language.
- Can find solutions to a problem or dilemma.

### GRAMMAR

- *Should* in hypothetical statements about the present and near future with inversion and omission of *if*.

## TEACHER SUPPORT | CHECKING SENTENCES

1. I have to admit that my last venture was a mistake. / profitable / risky
2. What would be a disadvantage of relying on glowing reviews?
3. If you don't want to fail, this plan is a safe bet. / be fired / lose your job
4. Charisma is an asset for entrepreneurs. / Creativity / Experience
5. How should people react to failure, in your opinion?
6. If you finance the project, everyone will be enthusiastic. / Should you finance / Provided that you finance

**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 glowing or bad criticism affect the success of a startup?
- Who can you count on for a handout?
- In your opinion, is success elusive? Explain your view.

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 was Log Ban financed?

It was financed from Takuro Yashida's savings, a few

## CHECKING SENTENCES

angel investors, and Kickstarter\*.

\*Kickstarter™ is a funding platform for creative projects.

What does William Saito think about failure?  
He thinks it's not the end, but an experience.

Why is Japan "no Silicon Valley"?  
Because Japan has a more conservative economic model and the society also expects the government to do something, which is different to what happens in Silicon Valley\*.

\*The Silicon Valley™ venture capital model makes innovative entrepreneurship easier for people who lack money for a startup.

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 273**, and work on **Oral Practice**. They may also listen to the audio from this lesson on the **Audio Pack card**.

### LESSON 274

#### REITERATIVE LEARNING OBJECTIVES

- Can talk about hypothetical events and actions, and their possible consequences.
- Can understand the speaker's point of view on most topics delivered at natural speed and in standard language.
- Can find solutions to a problem or dilemma.

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

**Case Study** – Students begin this activity by reading the titles of two cases they'll listen to and by predicting what they're about. Then they listen to the two speakers presenting their case and asking for help to deal with it. Students think of possible solutions for the problems presented and take notes. During the Teacher Support, choose which case you'll work on with your students. Listen to their ideas, comment on them and share yours so you can delve deeper into the subject. Praise students for their work after you finish the activity.

#### Other Activities

**Rhetorical Questions** – Students listen to the model, pay attention to the intonation, and reproduce it out loud. After that, they read the sentences or questions in their books, answering each of them with a rhetorical question from the box. They should complement them with their opinions, and say them out loud. To close the activity, they drag the words from the boxes to the correct place.

**Intercultural Encounter** – Students look at the pictures and describe what they see. Then they listen and reproduce the statement below the pictures out loud. Students should guess which picture the statement is related to. After that, they listen to four audio extracts and check their predictions. Finally, they listen to the audio one more time and answer the question in their books, giving reasons to support their opinions. To check their answers, students choose the correct word to complete the statement on the Wiz.tab.

**There and Around** - Students watch the second part of the Instructional video. They should use the realia to start preparing and producing the work they'll present in the **Review class**.

**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 complete the **Homework card** and the **Speaking Practice card** to work on **Pronunciation Practice**. They also have to watch the **There and Around video** and get ready for the next class by doing the **Class Prep card**.

### LESSON 275

#### LEARNING OBJECTIVES

- Can get the gist of specialized articles and technical texts outside their field.
- Can understand summaries of data or research used to support an extended argument.
- Can write a detailed, reasoned argument for or against a case.
- Can express emphasis, dramatic purpose, or formality in a speech.

#### GRAMMAR

- Only if with inversion of subject and object for hypothetical present and future situations.

#### TEACHER SUPPORT | CHECKING SENTENCES

1. Only if there are no more squabbles, will our project be successful. / drawbacks / biases
2. He will become a leader by default if we don't do anything to prevent it from happening. / the president / the winner
3. How can being underestimated affect someone's life?
4. I'm acutely aware of all the barriers we'll have to overcome. / totally / deeply

5. How would you rate your leadership skills? Justify.
6. Only if he needed help with his venture, would he call me. / business / enterprise

**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 are the pros and cons of being a young leader?
- Do you think a teenager must have enough life experience to lead a group or an organization? Why or why not?
- What challenges may young leaders face leading more experienced people?

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, one of the teenagers turned involuntarily into a leader. What are the reasons for that?  
**Teenager B.** Because the band's vocalist is not organized enough to cope with booking gigs or working out the band's finances. He's the oldest and is supposed to be a bit more down-to-earth.

Which teenager has an unconventional leadership role? What's their role as a leader?

**Teenager C.** They have to be a role model for the up-and-coming youngsters.

Teenager D doesn't feel like a leader but a mentor. What do you see as the difference between being a leader and a mentor?

Possible answer: A leader has to direct a group, and a mentor advises and helps less experienced people.

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 275**, and work on **Oral Practice**. They may also listen to the audio from this lesson on the **Audio Pack card**.

## LESSON 276

### REITERATIVE LEARNING OBJECTIVES

- Can get the gist of specialized articles and technical texts outside their field.
- Can understand summaries of data or research used to support an extended argument.
- Can write a detailed, reasoned argument for or against a case.
- Can express emphasis, dramatic purpose, or formality in a speech.

### 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 point of view on the topic 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 graphic(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 graphic(s), interpret the report data using the **Useful Language** content, and justify their interpretations. Finally, they listen to some statements about the graphics and mark them as True or False according to the data shown.

**Time to Intervene** – Students say out loud what communication problems they're 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 check their answers, students fill in the blanks with the words from the list.

**There and Around** - Students watch the third part of the instructional video. They should use the realia to continue the preparation and production of the work they'll present in the next class. Check with students if they understood the three parts of the video and clarify any questions they may have.

**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 complete the **Homework card** and the **Speaking Practice card** to work on **Pronunciation Practice**.

### REVIEW – STARTUP

### TEACHER SUPPORT

**Pinpoint** – Students listen to the text and read it out loud. Then they read the question and reflect upon it. They should take a look at the **Getting the most out of the language** box and say the words in it out loud as well. After that, they listen to a testimonial on the same topic. To check comprehension, students listen to the audio one more time and choose the correct answers. Finally, students read two questions about the topic, which will make them reflect and propose actions to help the speaker. During the Teacher Support, ask students to tell you 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 a niche market you would like to invest in?
2. Is it hard to get down to business after vacations? Justify.
3. Would you look for an angel investor to start a business? Justify.
4. What would make you finance someone's project?
5. What do you think the best way to approach failure is?

**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 LOs 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 277

### LEARNING OBJECTIVES

- Can express opinions about news stories using a wide range of everyday language.
- Can synthesize and evaluate familiar information and arguments from a number of sources.
- Can recognize the tone and intended audience of a formal presentation.
- Can summarize, comment on, and discuss a wide range of factual and imaginative texts.

### GRAMMAR

- *It is / was + believed / reported that ...* to report beliefs, information, and rumors.

### TEACHER SUPPORT | CHECKING SENTENCES

1. It was expected that she would recap everything about the problem. / crime / story
2. It is believed that he is one of the most important figures of our time in art. / the music industry / the media industry
3. Do you feel vulnerable to the media and ads?
4. Knowing every shortcut of the process is a feature of the schema. / idea / plan
5. They are too biased to understand evolution from different perspectives. / politics / social inequality
6. Do you tend to buy on impulse?

**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 remember anybody or anything that became a strong influence on other people's lives through the media?
- What's the media focused on today, regarding influencing people's minds?  
**Possible answers:** Social causes, feminism, minorities, Pride, globalization, etc.
- How has the media changed over the years?

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 is a schema, according to the video?  
*It's a thought pattern, a way the brain understands a task, the desired outcomes of that task, and the strategy for getting there.*

What is a false memory?  
*It happens when our brain can't remember the details of an event and just fills in the blanks with something plausible.*

How does the video define confirmation bias?  
*It is hunting for information that we already believe to be true.*

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 277**, and work on **Oral Practice**. They may also watch the video from this lesson again on the **Video card**, and listen to the audio on the **Audio Pack card**.

## LESSON 278

### REITERATIVE LEARNING OBJECTIVES

- Can express opinions about news stories using a wide range of everyday language.
- Can synthesize and evaluate familiar information and arguments from a number of sources.
- Can recognize the tone and intended audience of a formal presentation.
- Can summarize, comment on, and discuss a wide range of factual and imaginative texts.

### 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

**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's basically an opinion. Then they should read the quotes and find evidence to support their answers. To correct their production, they listen to three questions and choose the correct option.

**Into the Real World** – Students listen to the audio attentively and read the questions about what they've just heard. Then they listen to the audio one more time and answer the questions in their books. After that, they match the sentences to find some possible answers on the Wiz.tab.

**There and Around** – Students watch the first part of the Instructional video and take notes. After that, they take a look at the realia that they can use as a model. Students should use the realia to start discussing their ideas for the text they'll develop in order to present in the **Review class**.

**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 complete the **Homework card** and the **Speaking Practice card** to work on **Pronunciation Practice**. They also have to watch the **There and Around video** and get ready for the next class by doing the **Class Prep card**.

## LESSON 279

### LEARNING OBJECTIVES

- Can give a reasoned opinion of a project, showing awareness of the thematic, structural, and formal features and referring to the opinions and arguments of others.
- Can highlight the main issue that needs to be resolved in a complex task and the important aspects that need to be taken into account.
- Can understand most of a TV program aimed at a general audience.
- Can summarize, comment on, and discuss a wide range of factual and imaginative texts.

### GRAMMAR

- Beliefs and opinions with is / are / was / were + thought / believed to ...

## TEACHER SUPPORT | CHECKING SENTENCES

1. Can music be considered a quintessential art form? / painting / photography
2. What's the cultural epicenter in your country?
3. He is not the kind of person who shifts ideas easily. / friends / attitudes
4. What's your jam?
5. What's the main reason for the rise in prices? / sales / interest rates
6. Culture is thought to be a tradable good. / believed / said

**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, are the economic power of a country and its cultural influence intertwined?
- What TV programs would show other people your country's culture at a glance?
- Who's considered to be the most iconic representative of your 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:

According to the listening text, America's global reputation has shifted when it comes to its politics. What do you believe the speaker is referring to?

Possible answer: Recent political turmoil involving Republicans and Democrats, especially during Trump's term and the 2020 elections.

Why does American culture permeate far beyond its borders?

Thinking of culture as a tradable good, America has dominated this trade, shipping its culture around the world thanks in large part to Hollywood, television, DisneyTM entertainment, and subscription-based streaming services like Netflix™.

According to the listening text, what American TV show can help us see American life at a glance?  
*Friends*.

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 279**, and work on **Oral Practice**. They may also listen to the audio on the **Audio Pack card**.

## LESSON 280

### REITERATIVE LEARNING OBJECTIVES

- Can give a reasoned opinion of a project, showing awareness of the thematic, structural, and formal features and referring to the opinions and arguments of others.
- Can highlight the main issue that needs to be resolved in a complex task and the important aspects that need to be taken into account.
- Can give a structured, written explanation of a problem.
- Can understand most of a TV program aimed at a general audience.
- Can summarize, comment on, and discuss a wide range of factual and imaginative texts.

### TEACHER SUPPORT | STUDENT'S BOOK ACTIVITIES

**What's Trending Today?** – Students look at the picture and say out loud things related to what they see. Then they read the question in their books and think about the answer: *Regarding American dance and music, what's trending today?* After that, they're instructed to listen to a question on the topic on the Wiz.tab. and think about their answer. The question is: *How do you keep up with the new trends in American dance and music?* Students can use their smartphones to search for the information they need. During the Teacher Support, ask students to tell you what they found out. In this practice, encourage students to use relevant structures for their level and praise them for their work

### Other Activities

**Intercultural Encounter** – Students look at the pictures and describe what they see. Then they listen and reproduce the statement below the pictures out loud. Students should guess which picture the statement is related to. After that, they listen to four audio extracts and check their predictions. Finally, they listen to the audio one more time and answer the question in their books, giving reasons to support their opinions. To check their answers, students choose the correct word to complete the statement on the Wiz.tab.

**What Tone is That?** – In the first part of the activity, students think of feelings they may have when going through a certain situation. Then they create a sentence and say it out loud, using different intonations in order to express different feelings. After that, students listen to the audio and try to recognize the character's feelings and emotions. They should listen to the audio

## CHECKING SENTENCES

one more time and write their answers in their books. To correct the exercise, students match the possible answers on the Wiz.tab.

**There and Around** - Students watch the second part of the Instructional video. They should use the realia to start preparing and producing the work they'll present in the **Review class**.

**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 complete the **Homework card** and the **Speaking Practice card** to work on **Pronunciation Practice**. They also have to watch the **There and Around video** and get ready for the next class by doing the **Class Prep card**.

## LESSON 281

### LEARNING OBJECTIVES

- Can adjust to the changes of direction, style, and emphasis normally found in conversation.
- Can write a detailed, reasoned argument for or against a case.
- Can understand summaries of data or research used to support an extended argument.
- Can identify key information in a linguistically complex text.
- Can formulate questions and feedback to encourage people to expand on their thinking and justify or clarify their opinions.

### GRAMMAR

- *Thought / believed to ...to express impersonal belief.*

## TEACHER SUPPORT | CHECKING SENTENCES

1. Social media is believed to be time-consuming. / beneficial / aggressive
2. Poetry is said to be difficult to understand. / thought / considered
3. How can art transform society?
4. They have all the facts at their fingertips. / suggestions / information
5. Have people developed differing reading habits lately?
6. This is a never-ending book. / source / situation

**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.

- After reading the text, how can you say that art may improve people's well-being?
- Do you believe that there is one kind of art better than another? Why or why not?
- How can social media impact the arts?

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 are poems usually considered less accessible than other forms of art?

Because understanding a poem can often demand attention and commitment that art forms such as films, novels, and music do not.

How has the format of current novels changed? Why?  
They started using shorter chapters to suit shorter reading periods, with never-ending cliffhangers to entice the reader to read on and on.

What do all different kinds of art have in common?  
They can reflect social problems.

**Wiz.me** - Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 281**, and work on **Oral Practice**. They may also listen to the audio on the **Audio Pack card**.

## LESSON 282

### REITERATIVE LEARNING OBJECTIVES

- Can adjust to the changes of direction, style, and emphasis normally found in conversation.
- Can write a detailed, reasoned argument for or against a case.
- Can understand summaries of data or research used to support an extended argument.
- Can identify key information in a linguistically complex text.
- Can formulate questions and feedback to encourage people to expand on their thinking and justify or clarify their opinions.

## 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 point of view on the topic 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 graphic(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 graphic(s), interpret the report data using the **Useful Language** content, and justify their interpretations. Finally, they listen to some statements about the graphics and mark them as True or False according to the data shown.

**Time to Intervene** – Students say out loud what communication problems they're 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 check their answers, students fill in the blanks with the words from the list.

**There and Around** – Students watch the third part of the instructional video. They should use the realia to continue the preparation and production of the work they'll present in the next class. Check with students if they understood the three parts of the video and clarify any questions they may have.

**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 complete the **Homework card** and the **Speaking Practice card** to work on **Pronunciation Practice**.

## REVIEW – ENTERTAINMENT

## TEACHER SUPPORT

**Pinpoint** – Students listen to the text and read it out loud. Then they read the question and reflect upon it. They should take a look at the **Getting the most out of the language** box and say the words in it out loud as well. After that, they listen to a testimonial on the same topic. To check comprehension, students listen to the audio one more time and choose the correct answers. Finally, students read two questions about the topic, which will make them reflect and propose actions to help the speaker. During the Teacher Support, ask students to tell you their answers/ideas. Encourage them to use the vocabulary and structures learned throughout the batch. Praise them for their work.

### Self-assessment

1. How do you react to bad news?
2. Is it difficult for you to control your impulses?
3. Do you believe a movie based on a book can be as appealing? Why or why not?
4. Who or what is an iconic symbol of your generation?
5. Is interest in print books diminishing? Why or why not

**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 LOs 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 283

#### LEARNING OBJECTIVES

- Can introduce new information during a formal discussion or presentation.
- Can express news and views effectively in writing and relate to those of others.
- Can understand cause and effect relationships in informal conversation at natural speed.

#### GRAMMAR

- Reduced adverbial clauses with present participle or *having* + past participle.

### TEACHER SUPPORT | CHECKING SENTENCES

1. Having had more time together, they were able to strengthen their family bonds. / love / relationships
2. What are the most popular franchises in your city?
3. More and more on-demand movies are encouraging people to stay home. / series / sitcoms
4. What's the most difficult battle parents face today?
5. The politician's irresponsible statements led to a decrease in his popularity. / awkward words / weird behavior
6. Facing a difficult economic situation, he decided to review his attitudes. / change / rethink

**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 people who enjoy kids' content in spite of not having kids?
- If so, what do they watch?
- How is the streaming industry working to increase inclusion? What do you think of it?  
**Possible answer:** They are changing characters' characteristics or including characters with special needs.
- What are the pros and cons of screen time for kids?

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 is Steven Banks's most successful work? Justify.  
**It's SpongeBob SquarePants. It's been on the air for over 20 years and it's a children's classic today.**

What does Steven Banks give credit to for the popularity of his series?  
**To the characters that people want to spend time with.**

Why has the demand for kids' content surged more than 50% between 2020 and 2021?  
**Because of the pandemic and people staying at home.**

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 283**, and work on **Oral Practice**. They may also watch the video from this lesson again on the **Video card**, and listen to the audio on the **Audio Pack card**.

### LESSON 284

#### REITERATIVE LEARNING OBJECTIVES

- Can introduce new information during a formal discussion or presentation.
- Can express news and views effectively in writing and relate to those of others.
- Can understand cause and effect relationships in informal conversation at natural speed.

### 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

**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's basically an opinion. Then they should read the quotes and find evidence to support their answers. To correct their production, they listen to three questions and choose the correct option.

## CHECKING SENTENCES

**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 watch the first part of the Instructional video and take notes. After that, they take a look at the realia that they can use as a model. Students should use the realia to start discussing their ideas for the text they'll develop in order to present in the **Review class**.

**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 complete the **Homework card** and the **Speaking Practice card** to work on **Pronunciation Practice**. They also have to watch the **There and Around video** and get ready for the next class by doing the **Class Prep card**.

## LESSON 285

### LEARNING OBJECTIVES

- Can present factual information in an objective way in extended spoken discourse.
- Can make a specific, complex piece of information in his / her field clearer and more explicit for others by paraphrasing it in simpler language.
- Can understand when something is being said ironically in a casual conversation.
- Can talk about imminent events in the present and past.

### GRAMMAR

- *On the point of...* to talk about imminent events in the present and past.

### TEACHER SUPPORT | CHECKING SENTENCES

1. I'm so stressed that I'm on the point of leaving my job. / hating / changing
2. The songwriter should receive the most royalties. / singer / producer
3. Should all employees receive a share of the profits of the companies they work for? Justify.
4. I'm going to cancel this streaming service now. / on

the point of canceling / interested in canceling  
5. What is an advantage of streaming services on the Internet?

6. They had big payouts related to work accidents. / employees' health / employees' rights

**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 think streaming services often steal musicians' thunder or do they help to give these artists attention? Explain your answer.
- In your opinion, who should make more money from songs, the singers or the songwriters? Why?
- Why has music streaming become so popular?

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:

Who is paid whenever you stream a song online?  
**Music publishers, songwriters, performers, and record labels which negotiate their rates.**

How are they paid?

**They are paid through royalties.**

How do Apple™ and Spotify™ pay for people's rights?  
**Apple Music™ says it pays around a penny per stream, but Spotify™ pays by stream share.**

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 285**, and work on **Oral Practice**. They may also listen to the audio from this lesson on the **Audio Pack card**.

## LESSON 286

### REITERATIVE LEARNING OBJECTIVES

- Can present factual information in an objective way in extended spoken discourse.
- Can make a specific, complex piece of information in his/her field clearer and more explicit for others by paraphrasing it in simpler language.
- Can understand when something is being said ironically in a casual conversation.
- Can talk about imminent events in the present and past.

## 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 point of view on the topic 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

**Rhetorical Questions** – Students listen to the model, pay attention to the intonation, and reproduce it out loud. After that, they read the sentences or questions in their books, answering each of them with a rhetorical question from the box. They should complement them with their opinions, and say them out loud. To close the activity, they drag the words from the list to the correct place.

**What Tone is That?** – In the first part of the activity, students think of feelings they may have when going through a certain situation. Then they create a sentence and say it out loud, using different intonations in order to express different feelings. After that, students listen to the audio and try to recognize the character's feelings and emotions. They should listen to the audio one more time and write their answers in their books. To correct the exercise, students match the possible answers on the Wiz.tab.

**There and Around** – Students watch the second part of the Instructional video. They should use the realia to start preparing and producing the work they'll present in the **Review class**.

**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 complete the **Homework card** and the **Speaking Practice card** to work on **Pronunciation Practice**. They also have to watch the **There and Around video** and get ready for the next class by doing the **Class Prep card**.

## LESSON 287

### LEARNING OBJECTIVES

- Can make a complicated issue easier to understand by presenting the components of the argument separately.
- Can put forward a well-written and logically structured argument, highlighting significant points.
- Can get the gist of specialized articles and technical texts outside their field.
- Can quickly scan long, complex texts for key information.

### GRAMMAR

- *One* and *one's* as an impersonal possessive adjective.

## TEACHER SUPPORT | CHECKING SENTENCES

1. He was downbeat about the future of the movie industry. / songwriters / paperback
2. What are you obsessed with?
3. The gruesome plot put me to sleep before the end of the movie. / awful / dull
4. Is it inevitable that we will have to subscribe to a streaming platform to listen to music?
5. I felt desolate when I realized my mother had lost her grip on reality. / upset / frustrated
6. One should always praise people's motivation. / talent / strength

**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 react to happy endings?
- The industry claims happy endings are crucial for their merchandising. Do you agree with that? Why or why not?
- Do you believe positive messages in movies can influence people's lives? 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:

Why are most Hollywood movies dominated by happy endings?

To keep the audience happy and to help drive merchandise.

How do filmmakers deal with a hero's death that can't be avoided?

They are careful while making the scenes to prevent negative feelings.

How is a distressing ending usually relieved?

They try to leave a hopeful message at the end.

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 287**, and work on **Oral Practice**. They may also listen to the audio from this lesson on the **Audio Pack card**.

## LESSON 288

### REITERATIVE LEARNING OBJECTIVES

- Can make a complicated issue easier to understand by presenting the components of the argument separately.
- Can put forward a well-written and logically structured argument, highlighting significant points.
- Can get the gist of specialized articles and technical texts outside their field.
- Can quickly scan long, complex texts for key information.

### TEACHER SUPPORT | STUDENT'S BOOK ACTIVITIES

**Case Study** – Students begin this activity by reading the titles of two cases they'll listen to and by predicting what they're about. Then they listen to the two speakers presenting their case and asking for help to deal with it. Students think of possible solutions for the problems presented and take notes. During the Teacher Support, choose which case you'll work on with your students. Listen to their ideas, comment on them and share yours so you can delve deeper into the subject. Praise students for their work after you finish the activity.

### Other Activities

**What's on the Chart?** – Students have a look at the title, subtitle, and graphic(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 graphic(s), interpret the report data using the **Useful Language** content, and justify their interpretations. Finally, they listen to some statements about the graphics and mark them as True or False according to the data shown.

**Time to Intervene** – Students say out loud what communication problems they're 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 check their answers, students fill the blanks with the words from the list.

**There and Around** – Students watch the third part of the instructional video. They should use the realia to continue the preparation and production of the work they'll present in the next class. Check with students if they understood the three parts of the video and clarify any questions they may have.

**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 complete the **Homework card** and the **Speaking Practice card** to work on **Pronunciation Practice**.

### REVIEW – MEDIA

### TEACHER SUPPORT

**Pinpoint** – Students listen to the text and read it out loud. Then they read the question and reflect upon it. They should take a look at the **Getting the most out of the language** box and say the words in it out loud as well. After that, they listen to a testimonial on the same topic. To check comprehension, students listen to the audio one more time and choose the correct answers. Finally, students read two questions about the topic, which will make them reflect and propose actions to help the speaker. During the Teacher Support, ask students to tell you their answers/ideas. Encourage them to use the vocabulary and structures learned throughout the batch. Praise them for their work.

### Self-assessment

1. What is the best restaurant franchise you know?
2. What jobs are in high demand today?
3. What kind of battles do we face in life?
4. Can you eat an entire pizza when you are starving?
5. Have you ever received a large lump sum payment?

**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 LOs 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 289

### LEARNING OBJECTIVES

- Can encourage members of a group to describe and elaborate on their thinking.
- Can identify related or repeated information in different parts of a text and merge it in order to make the essential message clearer.
- Can understand the purposes for some actions.
- Can quickly scan long, complex texts for key information.
- Can express purpose and intention.

### GRAMMAR

- Purpose of, purpose to, and purpose for.

## TEACHER SUPPORT | CHECKING SENTENCES

1. The purpose of showing the misuse of the Internet was confidential. / relevant / realistic
2. How would you depict two people communicating in 50 years?
3. They are set to deal with the implications of Internet misuse. / technology / virtual reality
4. What's the purpose for which influencers promote products?
5. The main purpose of this video is to provide inspiration for discoveries. / to break new ground / to raise interest
6. I don't know the purpose of this dystopia. / device / 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.

- In your opinion, what are the implications of potentially living in virtual reality?
- What do you believe will never be done by a robot?
- Do you think that sci-fi movies are more compelling today than they were in the past? 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 was Martin Cooper inspired by when he invented the mobile phone?

**He was inspired by the pocket-size device used by Captain Kirk in the show Star Trek broadcast in 1966.**

What are some examples of things that appeared in science fiction before becoming a reality?

**Submarines, helicopters, rockets, and touch screens.**

What's Ready Player One, a Steven Spielberg movie, about?

**It's about a time when people will live most of their lives in virtual reality due to the consequences of what humans are doing to Earth today.**

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 289**, and work on **Oral Practice**. They may also watch the video from this lesson again on the **Video card**, and listen to the audio on the **Audio Pack card**.

### LESSON 290

#### REITERATIVE LEARNING OBJECTIVES

- Can encourage members of a group to describe and elaborate on their thinking.
- Can identify related or repeated information in different parts of a text and merge it in order to make the essential message clearer.
- Can understand cause and effect relationships in informal conversation at natural speed.
- Can quickly scan long, complex texts for key information.
- Can express purpose and intention.

#### 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

**Rhetorical Questions** – Students listen to the model, pay attention to the intonation, and reproduce it out loud. After that, they read the sentences or questions in their books, answering each of them with a rhetorical question from the box. They should complement them with their opinions, and say them out loud. To close the activity, they drag the words from the list to the correct place.

**Time to Intervene** – Students say out loud what communication problems they're 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 check their answers, students fill in the blanks with the words from the list.

**There and Around** - Students watch the first part of the Instructional video and take notes. After that, they take a look at the realia that they can use as a model. Students should use the realia to start discussing their ideas for the text they'll develop in order to present in the **Review class**.

**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 complete the **Homework card** and the **Speaking Practice card** to work on **Pronunciation Practice**. They also have to watch the **There and Around video** and get ready for the next class by doing the **Class Prep card**.

### LESSON 291

#### LEARNING OBJECTIVES

- Can give a reasoned opinion of a project, showing awareness of the thematic, structural, and formal features and referring to the opinions and arguments of others.
- Can understand summaries of data or research used to support an extended argument.
- Can give a structured oral explanation of a problem.
- Can formulate questions and feedback to encourage people to expand on their thinking and justify or clarify their opinions.
- Can write relevant subheadings to structure longer, more complex texts.
- Can identify key information in linguistically complex conversations at natural speed.

#### GRAMMAR

- Appended clauses with present participles and/or passive participles.

#### TEACHER SUPPORT | CHECKING SENTENCES

1. Being famous, his endorsement of the brand will bring good results to the company. / reliable / important
2. What does the most famous digital influencer in your country post?
3. He receives a two-percent commission on sales. / fifteen / twenty
4. What company has a worldwide reputation for being reliable?
5. Having become so famous, the video is available worldwide. / online / in many countries
6. She is not very important in the multinational company. / a big fish in a small pond / a very significant person

**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.

- Can you name some celebrities famous for their brand endorsements?
- What makes them the ideal person to represent the brand?
- Do influencers have a significant role in your purchase decisions? 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:

Why are brands increasingly sponsoring influencers?  
**Possible answer:** Because they can effectively influence their audiences' purchasing decisions. Influencers' endorsements or recommendations can help businesses or brands expand their reach and generate new leads.

What does it mean to be a macro-influencer?  
**Possible answer:** It means you have between five hundred thousand and a million followers.

According to experts, what is the growth of influencer marketing due to?  
**Possible answer:** Experts relate the growth to popular social media platforms like Instagram™, YouTube™, and TikTok™, where influencers can post in short video formats.

What's the rough percentage of the world's population using social media today?  
**Possible answer:** Forty-five percent, which means around 3.4 million people.

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 291**, and work on **Oral Practice**. They may also listen to the audio from this lesson on the **Audio Pack card**.

## LESSON 292

### REITERATIVE LEARNING OBJECTIVES

- Can give a reasoned opinion on a project, showing awareness of the thematic, structural, and formal features and referring to the opinions and arguments of others.
- Can understand summaries of data or research used to support an extended argument.
- Can give a structured oral explanation of a problem.
- Can formulate questions and feedback to encourage people to expand on their thinking and justify or clarify their opinions.
- Can write relevant subheadings to structure longer, more complex texts.
- Can identify key information in linguistically complex conversations at natural speed.

### 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 point of view on the topic 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 graphic(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 graphic(s), interpret the report data using the **Useful Language** content, and justify their interpretations. Finally, they listen to some statements about the graphics and mark them as True or False according to the data shown.

**What Tone is That?** – In the first part of the activity, students think of feelings they may have when going through a certain situation. Then they create a sentence and say it out loud, using different intonations in order to express different feelings. After that, students listen to the audio and try to recognize the character's feelings and emotions. They should listen to the audio one more time and write their answers in their books. To correct the exercise, students match the possible answers on the Wiz.tab.

## CHECKING SENTENCES

**There and Around** – Students watch the second part of the Instructional video. They should use the realia to start preparing and producing the work they'll present in the **Review class**.

**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 complete the **Homework card** and the **Speaking Practice card** to work on **Pronunciation Practice**. They also have to watch the **There and Around video** and get ready for the next class by doing the **Class Prep card**.

### LESSON 293

#### LEARNING OBJECTIVES

- Can adjust to the changes of direction, style, and emphasis normally found in conversation.
- Can get the gist of specialized articles and technical texts outside their field.
- Can identify key information in a linguistically complex text.
- Can formulate questions and feedback to encourage people to expand on their thinking and justify or clarify their opinions.

#### GRAMMAR

- Since to talk about reasons, causes, and explanations.

### TEACHER SUPPORT | CHECKING SENTENCES

1. Labor-saving devices have helped people do stressful household tasks. / annoying / complicated
2. What has become increasingly difficult to deal with today?
3. He has no respect for people whatsoever. / laws / rules
4. Has the time required to do household tasks increased compared to 10 years ago? Explain your answer.
5. Since family relationships need steadiness, we have a new project to offer. / need communication / need love
6. Because this is a problem, let's avoid distractions. / Since / Considering that

**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 parents interact well with their children among all the distractions we have today, such as the Internet?
- Do you believe a smart home equipped with labor-saving appliances helps improve families' relationships? Why or why not?
- Much has been said about the Internet disrupting families from having relationships. How do you think it can work in the opposite way? Explain your answer.

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 are the reasons some people feel that families are not as close as they used to be in the past?

*Changes in our working lives and the advent of technology have certainly altered how families interact.*

What have parents been doing to be more present in their kids' lives?

*They are seeking a greater work-life balance and more flexibility in their working hours.*

According to the fact box, what is the most significant concern among parents?

*The fact that they don't spend enough time with their loved ones.*

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 293**, and work on **Oral Practice**. They may also listen to the audio from this lesson on the **Audio Pack card**.

### LESSON 294

#### REITERATIVE LEARNING OBJECTIVES

- Can adjust to the changes of direction, style, and emphasis normally found in conversation.
- Can get the gist of specialized articles and technical texts outside their field.
- Can identify key information in a linguistically complex text.
- Can formulate questions and feedback to encourage people to expand on their thinking and justify or clarify their opinions.

## TEACHER SUPPORT | STUDENT'S BOOK ACTIVITIES

**What's Trending Today?** – Students look at the picture and say out loud things related to what they see. Then they read the question in their books and think about the answer: *Regarding new families' lifestyles, what's trending today?* After that, they are instructed to listen to a question on the topic on the Wiz.tab. and think about the answer. The question is: *How have families changed over the past 40 years?* Students can use their smartphones to search for the information they need. During the Teacher Support, ask students to tell you what they found out. In this practice, encourage students to use relevant structures for their level and praise them for their work.

### Other Activities

**Into the Real World** – Students listen to the audio attentively and read the questions about what they've just heard. Then they listen to the audio one more time and answer the questions in their books. After that, they match the sentences to find some possible answers on the Wiz.tab.

**Intercultural Encounter** – Students look at the pictures and describe what they see. Then they listen and reproduce the statement below the pictures out loud. Students should guess which picture the statement is related to. After that, they listen to four audio extracts and check their predictions. Finally, they listen to the audio one more time and answer the question in their books, giving reasons to support their opinions. To check their answers, students choose the correct word to complete the statement on the Wiz.tab.

**There and Around** – Students watch the third part of the instructional video. They should use the realia to continue the preparation and production of the work they'll present in the next class. Check with students if they understood the three parts of the video and clarify any questions they may have.

**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 complete the **Homework card** and the **Speaking Practice card** to work on **Pronunciation Practice**.

## REVIEW – INFLUENCES

### TEACHER SUPPORT

**Pinpoint** – Students listen to the text and read it out loud. Then they read the question and reflect upon it. They should take a look at the **Getting the most out of the language** box and say the words in it out loud as well. After that, they listen to a testimonial on the same topic. To check comprehension, students listen to the audio one more time and choose the correct answers. Finally, students read two questions about the topic which will make them reflect and propose actions to help the speaker. During the Teacher Support, ask students to share their answers/ideas. Encourage them to use the vocabulary and structures learned throughout the batch. Praise them for their work.

#### Self-assessment

1. What are some implications of financial misuse?
2. In your opinion, is the future of humanity more utopia or dystopia?
3. Do you think receiving commissions is always good in a job? Why or why not?
4. What is the importance of team engagement in a project?
5. How are you influenced by celebrities' brand endorsements?

**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 LOs 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 295

#### LEARNING OBJECTIVES

- Can formulate questions and feedback to encourage people to expand on their thinking and justify or clarify their opinions.
- Can present the conditions needed for an action to take place.
- Can understand the main points of complex and abstract presentations.
- Can understand advice given in a linguistically complex text.

#### GRAMMAR

- Conditional phrases with omission of verb *to be*;
- Wishes and intentions using *shall*.

### TEACHER SUPPORT | CHECKING SENTENCES

1. I shall justify my situation by sending them a message. / email / report
2. You should disregard his overbearing behavior. / competitive / weird
3. Do you think certain behaviors can be justified by birth order? Why or why not?
4. What are some flaws you consider undesirable in a person?
5. Her free-spirited attitude inspired people all over the world. / open-minded / empathetic
6. She and my mother were very close. / birds of a feather / good friends

**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 would you compare the first, second, and youngest child, considering birth order?
- Can you apply the birth order theory to your family? Why or why not?
- In your opinion, which is the most challenging position in birth order,
- considering the birth order theory?

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 Alfred Adler justify the firstborn child being overbearing?

Possible answer: He believes that after the second-born child arrives, the first one is basically dethroned and even feels responsible for looking after their younger siblings.

What are the big five factors in the Five Factor Model? Openness to experience, conscientiousness, extroversion, agreeableness, and neuroticism.

What is one of the flaws mentioned that can affect the results of the survey regarding birth order?

Possible answer: People from the same family are interviewed at the same time, so the results say that the oldest ones tend to be more responsible since they were born first.

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 295**, and work on **Oral Practice**. They may also listen to the audio from this lesson on the **Audio Pack card**.

### LESSON 296

#### REITERATIVE LEARNING OBJECTIVES

- Can formulate questions and feedback to encourage people to expand on their thinking and justify or clarify their opinions.
- Can present the conditions needed for an action to take place.
- Can understand the main points of complex and abstract presentations.
- Can understand advice given in a linguistically complex text.

### TEACHER SUPPORT | STUDENT'S BOOK ACTIVITIES

**Case Study** – Students begin this activity by reading the titles of two cases they'll listen to and by predicting what they're about. Then they listen to the two speakers presenting their case and asking for help to deal with it. Students think of possible solutions for the problems presented and take notes. During the Teacher Support, choose which case you'll work on with your students. Listen to their ideas, comment on them and share yours so you can delve deeper into the subject. Praise students for their work after you finish the activity.

### Other Activities

**What Tone is That?** – In the first part of the activity, students think of feelings they may have when going through a certain situation. Then they create a sentence and say it out loud, using different intonations in order to express different feelings. After that, students listen to the audio and try to recognize the character's feelings and emotions. They should listen to the audio one more time and write their answers in their books. To correct the exercise, students match the possible answers on the Wiz.tab.

**There and Around** – Students watch the first part of the Instructional video and take notes. After that, they take a look at the realia that they can use as a model. Students should use the realia to start discussing their ideas for the text they'll develop for their presentation in the **Review class**.

**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 complete the **Homework card** and the **Speaking Practice card** to work on **Pronunciation Practice**. They also have to watch the **There and Around video** and get ready for the next class by doing the **Class Prep card**.

### LESSON 297

#### LEARNING OBJECTIVES

- Can ask detailed questions in discussions on contemporary social issues and current affairs.
- Can understand the main points of complex academic / professional presentations.
- Can produce summaries of data or research used to support an extended argument.
- Can formulate questions and feedback to encourage people to expand on their thinking and justify or clarify their opinions.
- Can report actions to be completed by a specific time in the future.
- Can identify key information in linguistically complex conversations at natural speed.

#### GRAMMAR

- Future Perfect.

### TEACHER SUPPORT | CHECKING SENTENCES

1. Meditation brings interesting insights. / Therapy / Staying alone

2. Digital natives are said to be wise. / impatient / introverted
3. Do you have a blended family? If so, talk about it.
4. How do you feel after being criticized?
5. Workforce diversity will have drastically increased by the end of the decade. / the century / 2031
6. We won't have finished the project by then. / started / improved

**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 feel when you see young kids handling technology?
- How do Gen Zers feel about older people's inability to handle technology?
- What is your generation criticized for?

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 Jonah see his counterparts' work-life balance model as outdated?

**Possible answers:** Because work isn't a place anymore. It's on our phones, watches, and computers, and work and life happen 24 hours a day. So there is no separation between work and life anymore, as the office can be anywhere.

What is this blend of physical and digital worlds sometimes called?

**Possible answers:** The phygital world.

According to Jonah, what's the downfall of this kind of model?

**Possible answers:** The inability to disconnect. 79% of Gen Zs say they show signs of diagnosed anxiety when removed from their devices.

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 297**, and work on **Oral Practice**. They may also listen to the audio from this lesson on the **Audio Pack card**.

### LESSON 298

#### REITERATIVE LEARNING OBJECTIVES

- Can ask detailed questions in discussions on contemporary social issues and current affairs.
- Can understand the main points of complex academic / professional presentations.
- Can produce summaries of data or research used to support an extended argument.
- Can formulate questions and feedback to encourage people to expand on their thinking and justify or clarify their opinions.
- Can report actions to be completed by a specific time in the future.
- Can identify key information in linguistically complex conversations at natural speed.

#### 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.

**What's Trending Today?** – Students look at the picture and say out loud things related to what they see. Then they read the question in their books and think about the answer: *Regarding the multigenerational workforce, what's trending today?* After that, they are instructed to listen to a question on the topic on the Wiz.tab. about the answer. The question is: *What are the advantages of having a multigenerational workforce in a company? Are there any downsides?* Students can use their smartphones to search for the information they need. During the Teacher Support, ask students to tell you what they found out. In this practice, encourage students to use relevant structures for their level and praise them for their work.

#### Other Activities

**What's on the Chart?** – Students have a look at the title, subtitle, and graphic(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 graphic(s), interpret the report data using the **Useful Language** content, and justify their interpretations. Finally, they listen to some statements about the graphics and mark them as True or False according to the data shown.

**There and Around** – Students watch the second part of the Instructional video. They should use the realia to start preparing and producing the work they'll present in the **Review class**.

**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 complete the **Homework card** and the **Speaking Practice card** to work on **Pronunciation Practice**. They also have to watch the **There and Around video** and get ready for the next class by doing the **Class Prep card**.

### LESSON 299

#### LEARNING OBJECTIVES

- Can exploit knowledge of sociocultural conventions in order to establish a consensus in an unfamiliar situation.
- Can explain technical topics within his / her field, using suitably non-technical language for a recipient who does not have specialist knowledge.
- Can refer to actions that will continue up to a certain point in the future.
- Can identify key information in a linguistically complex text.

#### GRAMMAR

- Future Perfect Passive.

#### TEACHER SUPPORT | CHECKING SENTENCES

1. Education has become a political battlefield. / Public health / The meeting
2. He will be solely responsible for any damage to the premises. / tournament / buildings
3. What's a predictor of school failure?
4. Effectiveness will have been achieved before the end of the process. / increased / improved
5. What can a cluttered room say about someone's personality?
6. His personality will have been influenced by you. / extroversion / insights

**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 you relate creativity to effectiveness?
- Do you believe that organized people tend to be more successful? Why or why not?
- How do you see yourself? Are you a messy or an organized person?

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 is organization seen by society?

Possible answer: It is valued as the key to success. It is considered important either in personal or work life.

What have recent studies revealed about being messy?

Possible answer: They revealed that when you habitually fail to put things in their correct place, you're bound to get creative in figuring out ways to make everything fit.

According to the author, what can a teenager's room indicate?

Possible answer: It may be a fundamental indication that the person who owns the bits and pieces in a mess lacks self-control.

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 299**, and work on **Oral Practice**. They may also listen to the audio from this lesson on the **Audio Pack card**.

## LESSON 300

### REITERATIVE LEARNING OBJECTIVES

- Can exploit knowledge of sociocultural conventions in order to establish a consensus on how to proceed in an unfamiliar situation.
- Can explain technical topics within his/ her field, using suitably non-technical language for a recipient who does not have specialist knowledge.
- Can refer to actions that will continue up to a certain point in the future.
- Can identify key information in a linguistically 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 point of view on the topic 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

**Rhetorical Questions** – Students listen to the model, pay attention to the intonation, and reproduce it out loud. After that, they read the sentences or questions in their books, answering each of them with a rhetorical question from the box. They should complement them with their opinions, and say them out loud. To close the activity, they drag the words from the list to the correct place to complete the sentences.

**Time to Intervene** – Students say out loud what communication problems they're 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 check their answers, students fill in the blanks with the words from the list.

**There and Around** – Students watch the first part of the Instructional video and take notes. After that, they take a look at the realia that they can use as a model. Students should use the realia to start discussing their ideas for the text they'll develop for a presentation in the **Review class**.

**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 complete the **Homework card** and the **Speaking Practice card** to work on **Pronunciation Practice**.

## REVIEW – PEOPLE

### TEACHER SUPPORT

**Pinpoint** – Students listen to the text and read it out loud. Then they read the question and reflect upon it. They should take a look at the **Getting the most out of the language** box and say the words in it out loud as well. After that, they listen to a testimonial on the same topic. To check comprehension, students listen

to the audio one more time and choose the correct answers. Finally, students read two questions about the topic which will make them reflect and propose actions to help the speaker. During the Teacher Support, ask students to share their answers/ideas. Encourage them to use.

### Self-assessment

1. What are some common attitudes of a spoiled child?
2. Are you part of any multigenerational environment? Which one?
3. What do you think the world workforce will be like in ten years' time?
4. What are the possible consequences of being sloppy at work?
5. How can Gen Zers' digital expertise impact business?

**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 LOs 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**.