



3RD EDITION
INTERACTIVE TEACHER'S GUIDE

TEENS

8





WIZ.me



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We would like to thank the *Wizard by Pearson* Franchise professionals and the Franchise Product Strategy team for their valuable contributions in the creation and development of this work.

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TEENS 8

**INTERACTIVE
TEACHER'S GUIDE**

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Campinas
2024

GENERAL INSTRUCTIONS

INTRODUCTION

Hello, teacher!

It is a great pleasure to present to you the Interactive Teacher's Guide. This material was designed to help you deliver the best interactive class by keeping you aware of both your students' progress and your own. You will get to know the complete *Interactive Experience*, which includes: the five steps in each class, the detailed Teacher Support procedure, the lesson structure, the lesson steps for the **Wiz.tab**, the **Wiz.me** card descriptions, and the Lesson Instructions. By reading this guide, your class preparation will be much more effective because you will be conscious of what **Wiz.tab** introduces to your students, and how you can help them master their knowledge by checking their performance.

So, let's get this journey started.

WHAT IS THE *INTERACTIVE EXPERIENCE*?

This experience was planned to bring language learning to students who prefer a more autonomous study routine and need to study on a specific schedule. The Interactive teacher is a dynamic and attentive professional, able to deal with students at different levels, simultaneously. The **Wiz.tab** is a technological tool and it must be used by each student in the classroom. The class is organized into five moments, some of which can happen simultaneously, no matter if it is a *Wizard In* or a *Wizard On* group. The moments are:

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

SELF-LEARNING | This is the moment, exactly after the **Warm-up**, in which the student, using the **Wiz.tab**, will interact with the lesson content by speaking out loud. It is important to mention that the teacher should listen and follow the students while they practice by themselves. Walk around the classroom or enter the breakout rooms, if it is a *Wizard On* class, to accompany students. During this step, take notes of students' mistakes so that you can apply the appropriate correction technique at a suitable moment.

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

PEER WORK | This is the moment of interaction among students. The teacher should choose beforehand the pair or trio of students who will work together and prepare an Output activity from the **Student's Book**.

according to the students' needs. Remember that the interaction aligns with the lower book level.

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

TEACHER SUPPORT

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

As for exercise correction, the student will correct most of the book exercises with the help and instructions of the **Wiz.tab** itself, which will provide the student with more autonomy and offer the teacher time to focus on open-ended exercises during the Teacher Support.

The Teacher Support in this guide will present:

- the descriptions of the steps the student goes through on **Wiz.tab**;
- audio scripts for the Interactive Tasks;
- the necessary answer keys for the Interactive Tasks;
- the drilling practice sentences that have to be carried out with the student;
- the open-ended activities the teacher should focus on during the Teacher Support;
- some extra practice in the **Should you have extra time** section for the student who performs exceedingly well. This is an extra section in the *Interactive Experience*, and it should be done only if necessary, as a complement to finish the Teacher Support. All this is found in a highlighted box at the end of each lesson in this guide. Also, take the opportunity during this step to correct any mistakes students made during the lesson.

TEENS 8 3RD EDITION STRUCTURE

There are four types of lessons in this edition of *Teens 8*: the Wizard Experience Lesson, Input Lessons, Output Lessons, and Review Lessons. The Wizard Experience Lesson allows the student to have a general idea of what podcasts are and why

they have become so popular. It will also introduce the types of podcasts that the student will work with throughout the book. The Input Lessons focus on the content presentation (vocabulary and structure) and practice through Reading and Speaking. The Output Lessons engage the student in mastering the content through a variety of activities which allows him/her to practice his/her Listening, Reading, Speaking skills, and also vocabulary, pronunciation, and intonation. The Review Lessons allow the student and teacher to close a learning trail as well as boost the student's awareness of content retention quality.

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

CLASS PREPARATION

Before starting the first class in the book, the student must watch the **Zero Class** video on **Wiz.me**. Make sure the video is prepared for the student to access and check for any questions about the content. At the beginning or at the end of the class, check if the student watched it. If the student did not, ask him/her to do so.

It is important to show the student that he/she should access the **Wiz.tab** on a tablet and how to enter their login and password information to start their first class. The audio instructions for *Teens 8* classes are in English. Make sure the student is playing the **Wiz.tab** audio content at a volume that is audible and that they are focused on the screen or the lesson in their book. If the student does not reproduce the audio or does so in a quiet voice, immediately ask him/her to say it out loud so that you, the teacher, can hear him/her, as this is essential so that you can offer any necessary support regarding pronunciation or structure questions, for example. Furthermore, this is a necessary process for the internalization of content to happen naturally. Your guiding and motivational role is essential here, teacher, to ensure that the student understands the purpose of reproduction and can fully develop all language skills as well as improve structures and pronunciation.

THE LESSON STEPS ON THE WIZ.TAB

This guide will describe all the steps, sections, and exercises the student goes through while engaging in the self-learning moment. By reading the following explanations, you will get to know what the Interactive student will listen to and understand exactly how he/she learns. You will then be able to provide more focused Teacher Support. It is important that the student has his/her **Student's Book**, **Workbook**, notebook, and **Wiz.me** on hand, since the audio refers to these during the lessons. Bear in mind that the student can and will pause the **Wiz.tab** during the activities to do written tasks, to access some material

on **Wiz.me**, or to prepare for the Teacher Support session.

WIZARD EXPERIENCE

After the **warm-up** with the whole class, the student must access the tablet to start the self-learning moment. Firstly, the student answers questions about what he/she knows about podcasts and then he/she reads the paragraph "*Why have podcasts become so popular?*" located in the book. After that, he/she will do an interactive activity containing some information related to the topic. Then on **Wiz.me**, he/she will watch the video twice to answer some questions out loud. The **Wiz.tab** will assign a type of podcast and the student has to research an example on the Internet and prepare a presentation using some expressions from the **Useful Language** box. Following that, the **Wiz.tab** will present two types of podcasts and the student has to guess which ones they are, only then he/she will present his/her podcast to you or a classmate. To finish the Wizard Experience, the student is instructed to do some work at home: **Pre-diagnosis Test**, **Getting Ready!** card, and **Video** card on **Wiz.me**.

NOTE | *Teens 8 3rd Edition* follows a cyclical structure, allowing students to watch the Wizard Experience video at any point during the course. In case this is his/her first class, remind him/her to watch the **Zero Class**.

INPUT LESSONS

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

SELF-ASSESSMENT | From Lesson 183 on, the student will go through the Self-assessment section before the lesson begins. The student will be instructed to give examples or answer some questions to revisit the content of the previous classes.

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

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

VERBS | In this section, the student must bring the content they previously prepared. In class, the tablet will present the verbs so that the student can listen, read, and reproduce them out loud.

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

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

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

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

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

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

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

GET REAL | First, the student listens, reproduces, and answers the questions from the **Getting the most out of the theme** box. Then he/she reads the text and answers what it is about in his/her notebook to show to you during the Teacher Support. As a wrap-up, the student completes an Interactive Task with the words from the **Take a Look!** box.

DISCUSSION | The student listens, reproduces, and answers the questions out loud.

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

HOMEWORK INSTRUCTIONS | The student will open the **Workbook** and follow the audio instructions for each exercise for homework. Then he/she is guided through the activities he/she has to do on **Wiz.me**. During the Teacher Support, ask if the student has any questions regarding the activities in the **Workbook**.

OUTPUT LESSONS

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

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

QUESTIONS | The student reproduces the questions and answer them out loud. Then he/she completes the exercise in his/her notebook and at the end of the class, he/she reads his/her answers to you during the Teacher Support.

ASK AND ANSWER | The student pays attention to the model and reproduces it out loud paying attention to the changes. Then he/she completes the exercise by speaking out loud, and then by writing the answers in his/her book. As a wrap-up, the student completes a **Match** task with the questions and respective answers to correct his/her answers.

ASK YOUR FRIEND IF | The student listens to the example and then creates the questions based on the information given on the screen. Encourage the student to say the complete questions out loud as a practice and write the complete questions in a notebook. During the Teacher Support, he/she should ask these questions to you or a classmate.

SPEAK RIGHT NOW | After paying attention to the example and reproducing the sentences from the exercise out loud, the student creates sentences on the **Wiz.tab** by dragging the words to the correct order.

FLUENCY PRACTICE | The student pays attention to the model and changes the other sentences from the exercise as demonstrated. For correction, he/she drags the boxes to the corresponding content. The student has to say the complete sentences out loud.

TALK TO YOUR CLASSMATE | After paying attention to the model, the student makes negative and interrogative

sentences in his/her notebook and then reads them out loud.

DISCUSSION | First, the student observes both pictures in the book and talks about them. Then he/she listens to the situations to choose one of them. Then he/she writes notes answering the question or taking one side of the discussion. The student is given two minutes to prepare his/her notes and three minutes during the Teacher Support to speak according to what he/she chose.

SAY WHAT YOU THINK | The student reads the sentences out loud and writes his/her opinion in the notebook to show you at the end of the class. The student has to use the content from the **Useful Language** box to formulate the answers.

COMPLETE AND DISCUSS | The student says the words from the box out loud. Then he/she reads the questions with the missing words and fills in the gaps with the appropriate answers in the Student's Book. To confirm the answers from the book, he/she completes an interactive task by dragging the words to the right gap.

DISCUSS A SOLUTION | On the **Wiz.tab**, the student is given two minutes to look at the situation given and take notes in the notebook. He/She is going to talk about it with you during the Teacher Support.

DESCRIBE THE PICTURES | The student takes a look at both pictures and at the box with the listed items. Then he/she chooses one of the pictures. He/She thinks about the questions provided and is given two minutes to observe the picture he/she chose and to take notes in his/her notebook. He/She will describe the picture in one minute to you during the Teacher Support.

DESCRIBE AND COMPARE | The student is given two minutes to look at the pictures and take notes comparing them. Two more minutes is given so that he/she can practice describing and comparing them and, during the Teacher Support, he/she will also have to describe and compare the pictures to you using the notes taken. Still, during Self-learning, the **Wiz.tab** chooses one of the questions from the exercise for the student to answer in thirty seconds.

GOING FURTHER | The student listens and reads the questions and the content of the **Useful Language** box. He/She may follow in the Student's Book. Then, he/she will answer these questions out loud on the **Wiz.tab**. You will find this last piece of information during the Teacher Support.

SAY IT RIGHT! | The student pays attention to the example, listens, and then reproduces the sentences of the exercise out loud. After that, he/she has the chance to read the sentences on his/her own focusing on the correct pronunciation or intonation. As a wrap-

up, the student reproduces the isolated words or chunks, following on the screen.

LISTEN, CHOOSE, AND DISCUSS | The student reads the sentence, questions, and options for Number 1 in the Student's Book. Then he/she listens to the audio twice. Once to understand the idea of the audio passage and a second time to choose the correct answer. He/She follows the same procedure for Number 2. The **Wiz.tab** will then show the correct answers, so the student can confirm them. He/She discusses some questions during the Teacher Support.

FOCUS LISTENING | The student listens to the audio three times. Once to have a general idea of what it is about, a second one to answer or take notes, and a third one to check his/her answer. As a wrap-up, the student completes an interactive task in which he/she will have to drag the boxes to the right place. During the Teacher Support, the student discusses some questions with you.

WHAT'S MISSING? | The student predicts what the text is about by looking at the image and title of the text. Then he/she reads the text in the book and completes the gaps using the words from the box. Two of the six words are not going to be used. On the **Wiz.tab**, the student drags the boxes to the right gaps in order to confirm the answers from the book. During the Teacher Support, he/she is asked to form two questions for the teacher, using the words that were left out. Encourage the student to write these questions before the Teacher Support.

REORDER THE PARAGRAPHS | The student predicts what the text is about by looking at the image and title of the text. He/She reads the text in the Student's Book and marks its correct order. The **Wiz.tab** will provide the answer to the student so that he/she can read the text in the correct order out loud. To finish, the student answers some questions about the text out loud.

LET'S GET AROUND | The student says words or ideas related to the first, second, or third picture, according to the lesson they are taking. He/She is instructed to watch the video on **Wiz.me** and answer the quiz before the answer is revealed. The student watches it again but this time taking notes of any information that will help him/her create his/her own podcast. As a wrap-up, he/she answers comprehension questions about the video. The student will record his/her podcast, individually or with a classmate, on his/her smartphone in the Review Lesson to present it to you and his/her classmates. In case you notice that the student will need more time to record, you can have him/her record it at home after the third Output Lesson. Some kinds of podcast require more than one host or guest, in this case, the student should play different roles or record it with someone who speaks

GENERAL INSTRUCTIONS

English at home, because what will be evaluated overall is the production of the script itself.

DRILLING PRACTICE | The student listens to and reproduces the sentences out loud. After each sentence, there will be a word that must be substituted in the original sentence. The student should always reproduce the full sentence. During the Teacher Support, you should follow the Lesson Instructions, where you can find the most important sentences of the lesson.

UNLOCK | The student will listen to prompts or questions and should either answer or give examples. You can and should ask some of the UNLOCK questions during the Teacher Support, as the student is instructed to write his/her answers in the notebook.

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

REVIEW LESSONS

PINPOINT | For this activity, the student needs to come to class prepared by watching the Pinpoint video at home right after each last Output Lesson from each batch. If he/she hasn't seen the video, the **Wiz.tab** instructs the student to open **Wiz.me** and watch it. Then in class, he/she answers some questions about the video and about the pictures in the book. As a wrap-up, the student completes an interactive task to confirm the answers about the video.

CONVERSATION PRACTICE | In this section, the student will listen to some questions, which he/she will have to reproduce and answer out loud. During the Teacher Support, take the opportunity to ask the student a few of the questions from this section.

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

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

to check and contextualize/model any questions they might have. Use the topic's Lesson Instructions to reinforce the content he/she mentioned as unclear or difficult. Remember: If the student still has difficulties understanding the topics during the Teacher Support, do not extend the time, as they will need much more than just a few minutes to receive the support they need.

LET'S GET AROUND (Review Lesson) | The student will be instructed to watch the three Let's Get Around videos on **Wiz.me** and review the notes he/she wrote in the previous Output Lessons. The student should record his/her podcast on his/her smartphone and present it to you or a classmate, so that you can find out which kind of podcast he/she is presenting. In case the student does not have a recording device, he/she can present a live podcast, playing different roles if that is required for the kind of podcast being presented.

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

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

WIZ MOCK | The **Wiz.tab** will redirect the student to the Wiz Mock page in the **Workbook**. He/She should answer the multiple-choice questions and hand them in to you. The student has 10 minutes to complete it. Be aware that part of the **Written Part** was done as part of the **Homework** for the last Output Lesson.

WIZ.ME CARD DESCRIPTIONS

To have the total visual of all the resources the student has at their disposal on **Wiz.me**, this guide presents to you the **Wiz.me** card descriptions. This description aims to be of help for you to prepare your class and to develop your student's performance with the aid of a wide variety of features in the Personal Assistant.

BEFORE STARTING |

- ZERO CLASS |** The first step the student has to take before starting the course is to know what *Teens 8* has to offer them.

- PRE AND POST DIAGNOSIS |** The student does some activities to assess his/her knowledge before starting the course. At the end of the course, the student does the assessment again to gauge his/her progress. This card has to be completed in order for the following cards to open.

INPUT LESSONS

- **GETTING READY!** | The student should use this card to prepare for the Input Lessons.
- **VIDEO** | This is the card where the student will find the **Language Functions** video.
- **SPEAK UP!** | On this card, the student can practice the Oral Practice sentences.
- **LISTEN UP!** | All the audio from the lesson is found on this card.
- **WHAT'S MORE?** | The student finds extra activities for further practice.

OUTPUT LESSONS

- **HOMEWORK** | The Output Lesson Homework is done on this card.
- **SPEAK UP!** | The student can improve pronunciation using Pronunciation Practice.
- **VIDEO** | The Let's Get Around videos can be watched on this card.
- **LISTEN UP!** | All the audio from the lesson is found on this card.

REVIEW LESSONS

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

INTERACTIVE TEACHER'S GUIDE

WIZARD EXPERIENCE

NOTE | *Teens 8 3rd Edition* follows a cyclical structure, allowing students to watch the **Wizard Experience** video at any point during the course.

NOTE | If this is the student's first class, remind him/her to watch the **Zero Class** on **Wiz.me**.

INTRODUCTION | The student is welcomed to the course and introduced to the topic of the Wizard Experience, which is *podcasts*. If he/she has questions throughout the lesson, he/she should take notes and ask you during the Teacher Support.

BEFORE WATCHING VIDEO - PART 1 | The student is instructed to read the paragraph "Why have podcasts become so popular?" and to complete an interactive task based on it.

Interactive Task

Maze

The student unscrambles the sentences by dragging the boxes vertically. **Audio script:** Podcasts are an easy way to get information or for entertainment. / There are podcasts or videocasts on almost any topic. / You can listen to podcasts anywhere while doing basically anything. / Because there are many options and they are easily accessible, podcasts are loved by many people.

BEFORE WATCHING VIDEO - PART 2 | The student is instructed to take a look at the **Some Types of Podcasts** box and answer out loud: **What do you think each type of podcast on the list is like?** Then he/she is instructed to open **Wiz.me** and to watch the video on the **Video** card in the Wizard Experience Lesson.

AFTER WATCHING THE VIDEO | The student watches the video twice and answers some questions out loud.
Audio script: Was there any piece of information that was new to you? / Which part of the video was the most interesting to you? / What is your favorite type of podcast about? Was it mentioned in the video? / What kind of podcast do you think are mostly heard by people your own age? Why?

After that, the student is given five minutes to research an example of a **conversational** podcast on the Internet and has 10 minutes to prepare a presentation that should last from 30 seconds to 1 minute. He/She is also guided to take a look at the **Useful Language** box to help him/her with his/her creation.

After completing their own production, **Wiz.tab** plays a small portion of two types of podcasts for the student

to identify. In addition to guessing the type, the student should explain how they reached their conclusion about each podcast type. The audio then provides an explanation as to why **storytelling** and **interview** are the correct answers, guiding the student to practice this same skill with either you or a classmate during the Teacher Support session.

HOMEWORK INSTRUCTIONS | The student is instructed to watch the video from the **Wizard Experience** on **Wiz.me** again, do the **Pre-diagnosis Test**, and access the **Getting Ready!** and **Video** cards to prepare for the next lesson.

TEACHER SUPPORT – 5'

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

AFTER WATCHING THE VIDEO | Ask the student to present his/her podcast to you or a classmate and guess which kind of podcast he/she prepared.

HOMEWORK INSTRUCTIONS | Ask the student if he/she has any questions.

Should you have extra time

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

1. What is your opinion on storytelling podcasts?
2. Have you ever wanted to have your own podcast? What would you talk about?
3. If you had to choose a friend to have a conversational podcast, who would it be and what would you talk about?
4. Do you think podcasts have the power to influence society? Why or why not?
5. Which podcast would you recommend to people of all ages? What is it about?

LESSON 181

LEARNING OBJECTIVES

- Can deduce the general meaning of a passage from context in a longer, structured text.
- Can introduce a conversation topic about situations and experiences that started in the past.
- Can talk about emotional skills.
- Can distinguish supporting details from the main points in a text.
- Can write a concise summary of the main ideas of a longer structured text.

GRAMMAR

- Review of Present Perfect with *for*, *since*, *already*, *yet*, *never*, and *just* in the affirmative, negative, and question forms.

SPREAD PAGE | The student explores the picture and says what he/she thinks he/she will learn about. He/She also listens to the Learning Objectives of this batch of lessons and follows them on **Wiz.tab**.

INTERPRETING THE PICTURE | The student answers the two questions from this section out loud: *What do you think the icons above the girl's head represent? (Answers may vary.) / What specific skills would you like to develop? (Answers may vary.)*

NOTE | Ask students if they have watched the **Language Functions** video on **Wiz.me**, at home, before coming to class. Encourage them to do so as preparation for each **Input Lesson**.

GETTING READY! REMINDER | The student is asked if he/she has prepared for the lesson by accessing the **Getting Ready!** and **Video** cards on **Wiz.me**. Then he/she has to answer two questions related to the theme of the lesson: *Who do you rely on when you need some advice? (Answers may vary.) / What emotions are the most difficult for people to control, in your opinion? (Answers may vary.)*

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

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

INTERACTIVE TASK**Pronunciation Practice**

The student reproduces the following words separately to reinforce pronunciation: *growth / weakness / development / ambitious / communicative*

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

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

INTERACTIVE TASK**Match**

The student matches the sentences to the corresponding pictures. **Audio script:** *I always rely on my sister for advice. / This has been her best performance yet. / He's already lost his temper because of this. / I haven't improved my communicative skills yet.*

INTERACTIVE TASK**Maze**

The student unscrambles the sentences by dragging the boxes vertically. **Audio script:** *I've already had a breakdown, but now I'm getting ahead by improving my well-being. / She's very ambitious, but she hasn't been able to control her temper yet. / My weakness is not talking about my emotions, but I've seen some growth! / I've already seen great development in my communicative skills after my first class.*

LANGUAGE PRACTICE | The student listens to a sentence and says it out loud. Then he/she listens to a word and says the sentence again using the word given. Whenever there is a question, the student should reproduce and answer it out loud. In case the student is not reproducing the content out loud, call his/her attention to do so.

AUDIO RECAP | The student listens to the audio of **Verbs**, **New Words**, **Useful Phrases**, and **Language Functions** sections again and reproduces them out loud. In case the student is not reproducing the content out loud, call his/her attention to do so.

GET REAL | The student begins by listening, reproducing, and answering the questions from the **Getting the most out of the theme** box. After completing this, they should read the text in their book. Then, in his/her notebook, he/she writes what the text is about and shows it to you during the Teacher Support. As a wrap-up, he/she completes an interactive task with the words from the **Take a Look!** box by dragging them to the correct picture.

DISCUSSION | The student listens, reproduces, and answers the questions out loud one at a time. In case the student is not reproducing the content out loud, call his/her attention to do so.

LEARNING OBJECTIVE CHECKING | The student checks the content he/she learned in this lesson on the spread page.

HOMEWORK INSTRUCTIONS | The student listens to the **Homework** instructions for the **Workbook** and **Wiz.me**. He/She is instructed to do the **Speak Up!** and **What's More?** cards, to listen to the class's audio on the **Listen Up!** card, and to watch the **Language Functions** video on the **Video** card.

NOTE | If this is the student's first class in *Teens 8 3rd Edition*, remind him/her to do the **Zero Class** and the **Pre-diagnosis Test** on **Wiz.me**.

TEACHER SUPPORT – 5'

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

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DRILLING PRACTICE

1. He has worked on that ambitious project for months. / years / weeks
2. She hasn't talked about her weaknesses yet. / feelings / emotions
3. Have you done anything to improve your personal development yet? / performance / creativity

GET REAL | Check the student's understanding of what the **Get Real** text is about and choose one of the questions from this section to discuss it with him/her:

1. **What skills are important for future careers according to the text?** (Flexibility, technological expertise, communicative skills, and a willingness to adapt.)
2. **Why is focusing on a specific field important?** (It is important to foster expertise and deepen our knowledge in that area.)

DISCUSSION | Choose one of the questions from this section and discuss it with the student:

- a. **What profession do you hope to have in the future?** (Answers may vary.)
- b. **What are the hard skills needed for this profession?** (Answers may vary.)
- c. **What are the soft skills needed for this profession? Why?** (Answers may vary.)

LEARNING OBJECTIVE CHECKING | Check if the student marked the content he/she learned in this lesson. If time allows, take this opportunity to reinforce what the student has learned by referring to the following LOs to ask the student for some examples:

- describe situations and experiences that started in the past
- understand and improve emotional intelligence

HOMEWORK INSTRUCTIONS | Check if the student has any questions about the **Homework**. Remind him/her to access the **Speak Up!** and **What's More?** cards, and complete the activities related to **Lesson 181**. The student should also listen to the audio on the **Listen Up!** card. Encourage him/her to access the **Video** card and watch the **Language Functions** video.

Should you have extra time

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

1. We've improved our performance in school. (since – last year)
2. We've practiced yoga to improve our well-being. (for – two years)
3. I've coped with many challenges since I left my hometown. (already)
4. Have you improved your communicative skills? (yet)
5. I've called him because he had a car problem. (just)

LESSON 182

REITERATIVE LEARNING OBJECTIVES

- Can understand short, basic descriptions of familiar topics and situations.
- Can talk about emotional skills.

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

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

INTERACTIVE TASK

Content Review — Assessment

The student answers questions to review what he/she learned in the previous lesson: **How do you cope with stress?** / **Who are the people you can rely on? Why?** / **How do you take care of your well-being?**

SPEAK RIGHT NOW | The student is instructed to pay attention to the example and then to reproduce the sentences out loud. He/She is instructed to create sentences by dragging the words to the correct order.

Audio script: I have already finished my final tests. / You haven't improved your communication skills yet. / He has already talked about his ambitious project. / She has already achieved high performance. / We haven't understood our weaknesses yet. / They haven't talked about their temper yet.

DRILLING PRACTICE | The student does the drilling practice along with the audio material. In case the student is not reproducing the content out loud, call his/her attention to do so.

SAY WHAT YOU THINK | The student reads the sentences and reproduces them out loud. Then, in his/her notebook, he/she writes his/her opinions about each sentence to show it to you during the Teacher Support. He/She is also guided to use the content in the **Useful Language** box.

LISTEN, CHOOSE, AND DISCUSS | The student is guided to complete the first passage by reading the sentence, question, and options. Then he/she listens to the audio to understand the general idea of it and listens to it a second time to choose the answer that corresponds to what he/she hears. The student follows the same procedure for the second passage. The **Wiz.tab** explains that further discussion about the content will be held during the Teacher Support.

LET'S GET AROUND | To start, the student looks at the first picture of the section and says some words or ideas related to what he/she sees. He/She is instructed to watch the video on the **Video** card on **Wiz.me** and to answer the question on the quiz before the answer is revealed. The student watches the video a second time, so that, in his/her notebook, he/she can take notes of important information to help him/her decide what his/her podcast will be about. To finish, he/she answers some comprehension questions about the video. **Audio script:** Now that you've watched the video, how is the picture in the Student's Book related to it? (Answers may vary.) / How would you explain what emotional intelligence is if someone asked you? (Answers may vary.)

NOTE | Students should write a final podcast script containing up to 270 words, and the final audio recording should be no longer than 2 minutes. The podcast audio will only be recorded in the **Review Lesson**.

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

HOMEWORK INSTRUCTIONS | The student is guided to do the **Homework** on **Wiz.me**. Continuing on **Wiz.me**, he/she is advised to listen to the lesson's audio on the **Listen Up!** card, to practice pronunciation on the **Speak Up!** card, and to prepare for the next lesson using the **Getting Ready!** and **Video** cards.

TEACHER SUPPORT – 5'

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

DRILLING PRACTICE

1. I have exercised to improve my health. / well-being / mental health
2. He hasn't dealt well with his emotions lately. / coped with / controlled
3. Has the world developed into a better place? / evolved / transformed

SAY WHAT YOU THINK | Check the student's sentences giving his/her opinion about each sentence of the exercise.

LISTEN, CHOOSE, AND DISCUSS | Read one of the following questions and discuss it with the student.

1. a. Do you agree with Dr. Platts? Do you perform better at school when you're feeling good? (Answers may vary.)
- b. What question would you like to ask Dr. Platts? (Answers may vary.)
2. a. How do you feel before a test? (Answers may vary.)

- b. Do you have any techniques to control your emotions before a challenging situation? (Answers may vary.)

LET'S GET AROUND | Ask the student one of the comprehension questions about the video and then check if he/she has any questions regarding the podcast script production.

UNLOCK | Choose two of the following contents and ask the student to read some of the answers he/she wrote for this section: **Give examples of emotions we feel when something goes wrong;** / **Give examples of reasons for a breakdown;** / **Give examples of advantages of being an ambitious person;** / **How do you cope with your emotions when you are anxious?**

Should you have extra time

Ask the student to reproduce the sentences and then change just one word in each according to what he/she learned in the previous lesson:

1. Let's evolve by working on hard skills.
2. You can't trust everything they say.
3. Did recognizing your limitations make you feel more confident?
4. He has exercised to improve his mental health.
5. She hasn't controlled her emotions yet.

LESSON 183

LEARNING OBJECTIVES

- Can exchange information on the topic of the lesson with some confidence.
- Can recognize the writer's point of view in a structured text.
- Can write a concise summary of the main ideas of a text.

GRAMMAR

- Clauses with 'What ...' to emphasize the topic or main point.

ASSESSMENT | The student is asked questions to review the content of the previous lessons. **Audio script:** Who is the person you mostly rely on? (Answers may vary.) / What can we do to prevent a breakdown? (Possible answers: Exercise, talk to people we rely on, take some time for a hobby, take long, deep breaths.) / How do you cope with your emotions? (Answers may vary.)

INTERPRETING THE PICTURE | The student answers the two questions from this section out loud: **What can we say about the boy and his dad?** (Answers may vary.) / **What**

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are the things that matter most in life for you? Why? (Answers may vary.)

NOTE | Ask students if they have watched the **Language Functions** video on **Wiz.me**, at home, before coming to class. Encourage them to do so as preparation for each **Input Lesson**.

GETTING READY! REMINDER | The student is asked if he/she has prepared for the lesson by accessing the **Getting Ready!** and **Video** cards on **Wiz.me**. Then he/she has to answer two questions related to the theme of the lesson: **Do your role models usually offer you guidance?** (Answers may vary.) / **What is your biggest purpose in life?** (Answers may vary.)

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

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

INTERACTIVE TASK

Pronunciation Practice

The student reproduces the following words separately in order to reinforce pronunciation: **loneliness / guidance / cause / valuable / enthusiastic**

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

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

INTERACTIVE TASK

Match

The student matches the sentences to the corresponding pictures. **Audio script:** **What I value the most in relationships is respect. / I need guidance to find my purpose in life. / Dealing with loneliness is what is difficult. / Their enthusiastic presentation blew my mind.**

INTERACTIVE TASK

Maze

The student unscrambles the sentences by dragging the boxes vertically. **Audio script:** **Have in mind that isolation and loneliness are different things. / What means the world to me is to be considered your role model. / What might inspire you is getting some guidance and knowing what's valuable for you. / What I know is that he's an understanding and cheerful person.**

LANGUAGE PRACTICE | The student listens to a sentence and says it out loud. Then he/she listens to a word and says the sentence again using the word given. Whenever there is a question, the student should reproduce and answer it out loud. In case the student is not reproducing the content out loud, call his/her attention to do so.

AUDIO RECAP | The student listens to the audio of **Verbs**, **New Words**, **Useful Phrases**, and **Language Functions** sections again and reproduces them out loud. In case the student is not reproducing the content out loud, call his/her attention to do so.

GET REAL | The student begins by listening, reproducing, and answering the questions from the **Getting the most out of the theme** box. After completing this, they should read the text in their book. Then, in his/her notebook, he/she writes what the text is about and shows it to you during the Teacher Support. As a wrap-up, he/she completes an interactive task with the words from the **Take a Look!** box by dragging them to the correct picture.

DISCUSSION | The student listens, reproduces, and answers the questions one at a time. In case the student is not reproducing the content out loud, call his/her attention to do so.

LEARNING OBJECTIVE CHECKING | The student checks the content he/she learned in this lesson on the spread page.

HOMEWORK INSTRUCTIONS | The student listens to the **Homework** instructions for the **Workbook** and **Wiz.me**. He/She is instructed to do the **Speak Up!** and **What's More?** cards, to listen to the class's audio on the **Listen Up!** card, and to watch the **Language Functions** video on the **Video** card.

TEACHER SUPPORT – 5'

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

DRILLING PRACTICE

1. What I value the most is my teachers' guidance. / knowledge / motivation
2. What inspired me was his purpose. / thought / attitude
3. I need to know the cause of my headaches. / pain / disease

GET REAL | Check the student's understanding of what the **Get Real** text is about and choose one of the questions from this section to discuss it with him/her:

1. According to the text, what should you do if you're feeling overwhelmed or struggling with loneliness?

(We should remember that there are solutions for every challenge and take things one step at a time.)

2. According to the text, what is important to do when dealing with negative emotions? (It is important to identify them, face them, and move on.)

DISCUSSION | Choose one of the questions from this section and discuss it with your student:

- a. What advice would you give a friend who is feeling anxious? (Answers may vary.)
- b. What do you do when you feel overwhelmed with school? (Answers may vary.)
- c. Is taking care of our minds as important as taking care of our physical health? Justify your answer. (Answers may vary.)

LEARNING OBJECTIVE CHECKING | Check if the student marked the content he/she learned in this lesson. If time allows, take this opportunity to reinforce what the student has learned by referring to the following LOs to ask the student for some examples:

- emphasize the main point of a topic
- discuss attitudes to keep a healthy mindset

HOMEWORK INSTRUCTIONS | Check if the student has any questions about the **Homework**. Remind him/her to access the **Speak Up!** and **What's More?** cards, and complete the activities related to **Lesson 183**. The student should also listen to the audio on the **Listen Up!** card. Encourage him/her to access the **Video** card and watch the **Language Functions** video.

Should you have extra time

Ask the student to reproduce and complete the following sentences:

1. I sometimes need some moments of ...
2. What I remember from that trip are the ... moments.
3. Thanks for listening to me and being so ...
4. You always blow my mind with your ... ideas.
5. People should have an open mind about ...

LESSON 184

REITERATIVE LEARNING OBJECTIVES

- Can exchange information on the topic of the lesson with some confidence.
- Can recognize the writer's point of view in a structured text.

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

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

INTERACTIVE TASK

Content Review — Assessment

The student answers questions to review what he/she learned in the previous lesson: **What is a valuable lesson you've learned recently?** (Answers may vary) / **Do you think you've inspired someone? Why? How?** (Answers may vary) / **How important is it to have an open mind about things?** (Answers may vary)

ASK YOUR FRIEND IF | The student is instructed to look at and listen to the example. Then he/she forms the questions based on the content given. He/She should ask the questions to you or a classmate during the Teacher Support.

DRILLING PRACTICE | The student does the drilling practice along with the audio material. In case the student is not reproducing the content out loud, call his/her attention to do so.

SAY IT RIGHT! | The student pays attention to the example, listens to the other sentences, and reads them out loud, paying attention to the words in bold. For further practice, the student has to say only the words in bold out loud. During the Teacher Support, the student will be given two sentences and he/she has to read them out loud to you.

WHAT'S MISSING? | The student looks at the image and the title of the text and predicts what the text is about. Then he/she reads the text and completes the gaps in the book using the words from the box. To correct the answers, on the **Wiz.tab**, the student drags the words to the right gap. During the Teacher Support, the student will ask you the two questions with the extra words from the box.

LET'S GET AROUND | To start, the student looks at the second picture of the section and says some words or ideas related to what he/she sees. He/She is instructed to watch the video on the **Video** card on **Wiz.me** and to answer the question on the quiz before the answer is revealed. The student watches the video a second time, so that in his/her notebook, he/she can take notes of important information to help him/her start writing his/her podcast script. To finish, he/she answers some comprehension questions about the video. **Audio script:** What does "Being a teenager is like riding on a big roller coaster of feelings." mean, and how is it related to the picture? (Possible answer: The expression compares the experience of being a teenager to a ride, suggesting that being a teenager involves dealing with many emotions, similar to the highs and lows experienced on a roller coaster or a big, exciting Journey.) / **What story did Laurie share on the podcast?** (She talked about a problem she

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had with a friend. Instead of getting mad, she took a break, thought about why she felt upset, and then talked to him calmly.)

NOTE | Students should write a final podcast script containing up to 270 words, and the final audio recording should be no longer than 2 minutes. The podcast audio will only be recorded in the **Review Lesson**.

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

HOMEWORK INSTRUCTIONS | The student is guided to do the **Homework** on **Wiz.me**. Continuing on **Wiz.me**, he/she is advised to listen to the lesson's audio on the **Listen Up!** card, to practice the pronunciation on the **Speak Up!** card, and to prepare for the next lesson using the **Getting Ready!** and **Video** cards.

TEACHER SUPPORT – 5'

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

DRILLING PRACTICE

1. Science fiction is what I am enthusiastic about. / Technology / Social media
2. I wouldn't be able to live in isolation for more than a week. / month / year
3. Is his cheerful personality what inspires you? / collaborative / confident

ASK YOUR FRIEND IF | The student is instructed to look at and listen to the example. Then he/she forms the questions based on the content given. He/She should ask the questions to you or a classmate during the Teacher Support.

SAY IT RIGHT! | Ask the student to read the following sentences. Be attentive to his/her pronunciation of the words in bold.

- e. Loneliness made my cozy **bed** feel like a **bad** place. – "bed" /bed/ (short 'e') – "bad" /bæd/ (short 'a')
- f. I **feel** confident about my communicative **skills**. – "feel" /fi:l/ (long 'e') – "skill" /skil/ (short 'i')

NOTE | For this activity, students will work on Long and Short Vowel Sounds of minimal pairs. A minimal pair is two words that vary by only a single sound. For this lesson, students will practice a few sentences; however, you can show them other examples, if time allows.

- a. "know" /nəʊ/ (long 'o') - "now" /nəʊ/ (short 'o')
- b. "had" /hæd/ (short 'a') - "hard" /ha:rd/ (long 'a')
- c. "saw" /sə:/ (short 'a') - "so" /səʊ/ (long 'o')

- d. "note" /nəʊt/ (long 'o') - "not" /nət/ (short 'o')
- e. "bed" /bed/ (short 'e') - "bad" /bæd/ (short 'a')
- f. "feel" /fi:l/ (long 'e') - "skill" /skil/ (short 'i')

WHAT'S MISSING | Check the two questions the student prepared using the words **cause** and **enthusiastic** and answer them.

LET'S GET AROUND | Ask the student one of the comprehension questions about the video and then check if he/she has any questions regarding the podcast script production.

UNLOCK | Choose two of the following contents and ask the student to read some of the answers he/she wrote for this section: **Give examples of actions or behaviors that inspire them;** / **Give examples of important values to them;** / **Give examples of things we should always keep in mind to keep a positive attitude;** / **What can make teenagers' lives more cheerful in your opinion?**

Should you have extra time

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

1. My dad has an open mind, so feel free to share your feelings with him.
2. Money is not what he values the most in life.
3. Stress was the cause of my anxiety.
4. What inspires me is my friend's attitude.
5. I need to know the cause of my headaches.

LESSON 185

LEARNING OBJECTIVES

- Can express opinions and disagreement in a manner that shows they were actively listening to the other person.
- Can recognize the general line of a written argument though not necessarily all the details.
- Can write a concise summary of the main ideas of a longer structured text.

GRAMMAR

- **Despite/In spite of** with noun phrases to express a contrast between two things.

ASSESSMENT | The student is asked questions to review the content of the previous lessons. **Audio script:** **Do you have a role model whose behavior inspires you? If so, who is this person and why do they inspire you? (Answers may vary.) / What helps you when you feel**

lonely? (Answers may vary.) / How does having an open mind benefit people? (Possible answer: An open mind is important because it lets us learn from different viewpoints and find better solutions together.)

INTERPRETING THE PICTURE | The student answers the two questions from this section out loud: How do you think the boy feels? (Possible answers: Worried, tense, thoughtful.) / What do you think the arrows mean? (Possible answers: Possibilities, thoughts, conflicting ideas, challenges, etc.)

NOTE | Ask students if they have watched the **Language Functions** video on **Wiz.me**, at home, before coming to class. Encourage them to do so as preparation for each **Input Lesson**.

GETTING READY! REMINDER | The student is asked if he/she has prepared for the lesson by accessing the **Getting Ready!** and **Video** cards on **Wiz.me**. Then he/she has to answer two questions related to the theme of the lesson: How would you define a troublemaker? (Possible answer: A troublemaker is a person who tends to cause problems or conflicts.) / What's unacceptable in a friendship in your opinion? (Answers may vary.)

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

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

INTERACTIVE TASK

Pronunciation Practice

The student reproduces the following words separately in order to reinforce pronunciation: troublemaker / pressure / impulsive / harmful / unacceptable

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

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

INTERACTIVE TASK

Match

The student matches the sentences to the corresponding pictures. **Audio script:** Despite her apology, I will not forgive her. / The fact is that he's a troublemaker. / I took the opportunity to seek emotional support. / We couldn't find a resolution to this problem.

INTERACTIVE TASK

Maze

The student unscrambles the sentences by dragging the boxes vertically. **Audio script:** Take the opportunity to learn how to deal with pressure and not be impulsive. / Looking on the bright side, his unacceptable behavior made him think about things. / In spite of the support, I wasn't able to look at things from another perspective. / Despite the non-violent attitudes, his harmful words were unacceptable.

LANGUAGE PRACTICE | The student listens to a sentence and says it out loud. Then he/she listens to a word and says the sentence again using the word given. Whenever there is a question, the student should reproduce and answer it out loud. In case the student is not reproducing the content out loud, call his/her attention to do so.

AUDIO RECAP | The student listens to the audio of **Verbs**, **New Words**, **Useful Phrases**, and **Language Functions** sections again and reproduces them out loud. In case the student is not reproducing the content out loud, call his/her attention to do so.

GET REAL | The student begins by listening, reproducing, and answering the questions from the **Getting the most out of the theme** box. After completing this, they should read the text in their book. Then, in his/her notebook, he/she writes what the text is about and shows it to you during the Teacher Support. As a wrap-up, he/she completes an interactive task with the words from the **Take a Look!** box by dragging them to the correct picture.

DISCUSSION | The student listens, reproduces, and answers the questions out loud one at a time. In case the student is not reproducing the content out loud, call his/her attention to do so.

LEARNING OBJECTIVE CHECKING | The student checks the content he/she learned in this lesson on the spread page.

HOMEWORK INSTRUCTIONS | The student listens to the **Homework** instructions for the **Workbook** and **Wiz.me**. He/She is instructed to do the **Speak Up!** and **What's More?** cards, to listen to the class's audio on the **Listen Up!** card, and to watch the **Language Functions** video on the **Video** card.

TEACHER SUPPORT – 5'

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

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DRILLING PRACTICE

1. You should look on the bright side of things despite all the challenges. / pressure / difficulties
2. Despite being your friend, I don't agree with your impulsive actions. / harmful / impolite
3. You must seek personal development in spite of what people say. / guidance / purpose

GET REAL | Check the student's understanding of what the **Get Real** text is about and choose one of the questions from this section to discuss it with him/her:

1. Which generation does the text talk about? (Generation Alpha, which includes those born after 2010.)
2. According to the text, what do teenagers need to do instead of worrying about serious issues? (Teenagers need to have fun and play to develop both their motor skills and mental health.)

DISCUSSION | Choose one of the questions from this section and discuss it with your student:

- a. Do you think teenagers are under pressure nowadays? Why?
- b. How important is it to have fun just for the sake of it?
- c. Do you look on the bright side of life? In what situations?

LEARNING OBJECTIVE CHECKING | Check if the student marked the content he/she learned in this lesson. If time allows, take this opportunity to reinforce what the student has learned by referring to the following LOs to ask the student for some examples:

- express contrast between two things
- reflect on ways to turn challenges into opportunities

HOMEWORK INSTRUCTIONS | Check if the student has any questions about the **Homework**. Remind him/her to access the **Speak Up!** and **What's More?** cards, and complete the activities related to **Lesson 185**. The student should also listen to the audio on the **Listen Up!** card. Encourage him/her to access the **Video** card and watch the **Language Functions** video.

Should you have extra time

Ask the student to reproduce and answer the questions out loud.

1. What advice would you give a troublemaker if you had the chance?
2. How do you react when you are under pressure?
3. Who do you go to when you are seeking emotional support?
4. Would you forgive a friend despite his/her apologies?
5. Do you think that if you look at situations from another perspective, you might understand people's feelings?

LESSON 186

REITERATIVE LEARNING OBJECTIVES

- Can express opinions and disagreement in a manner that shows they were actively listening to the other person.
- Can identify the main reasons for and against an argument or idea in a discussion delivered in clear standard speech.

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

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

INTERACTIVE TASK

Content Review — Assessment

The student answers questions to review what he/she learned in the previous lesson: **When is it ok to forgive or accept someone's apology? Why? / What piece of advice would you give to people who make impulsive decisions? / When things seem to be bad, what can we do to look at them from another perspective?**

FLUENCY PRACTICE | The student pays attention to the model and observes what changes from one sentence to another. Then he/she changes the sentences according to the model. To correct the student's production, he/she drags the boxes to the corresponding content.

Answer key:

- a. In spite of the difficult situation, you must seek a resolution. / You must seek a resolution in spite of the difficult situation.
- b. Despite the clear facts, you could look at the situation from another perspective. / You could look at the situation from another perspective despite the clear facts.
- c. Despite being your friend, I won't give support to your impulsive behavior. / I won't give support to your impulsive behavior despite being your friend.
- d. In spite of the high pressure, you can't give up. / You can't give up in spite of the high pressure.
- e. Despite her rude words, you should accept her apologies. / You should accept her apologies despite her rude words.

DRILLING PRACTICE | The student does the drilling practice along with the audio material. In case the student is not reproducing the content out loud, call his/her attention to do so.

DESCRIBE THE PICTURES | The student looks at the pictures, at the box with the listed items, and chooses one picture to describe. He/She will be given two minutes to make observations and take notes in his/her notebook. He/She will be given one minute to describe the picture to the **Wiz.tab** using his/her notes. Later, during the Teacher Support, ask the student to describe the picture to you.

GOING FURTHER | The student listens to the questions and to the content of the **Useful Language** box and then reads them out loud. He/She is instructed to discuss the questions during the Teacher Support with you or a classmate.

LET'S GET AROUND | To start, the student looks at the third picture of the section and says some words or ideas related to what he/she sees. He/She is instructed to watch the video on the **Video** card on **Wiz.me** and to answer the question on the quiz before the answer is revealed. The student watches the video a second time, so that in his/her notebook, he/she can take notes of important information to help him/her finish writing and reviewing his/her podcast script. To finish, he/she answers some comprehension questions about the video. **Audio script:** What does Laurie suggest we should check, and how does the picture depict this idea? (We should check our feelings but in the sense of watching for and analyzing them.) / According to Laurie, what makes a friendship stronger? (Understanding how others feel.)

NOTE | Students should write a final podcast script containing up to 270 words, and the final audio recording should be no longer than 2 minutes. The podcast audio will only be recorded in the **Review Lesson**.

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

HOMEWORK INSTRUCTIONS | The student is guided to do the **Homework** on **Wiz.me**. Continuing on **Wiz.me**, he/she is advised to listen to the lesson's audio on the **Listen Up!** card, to practice the pronunciation on the **Speak Up!** card, and to prepare for the next lesson by watching the **Pinpoint** video, at home, on the **Video** card. Ask the student to complete the activity **Propose a Solution** in **Wiz Mock**.

TEACHER SUPPORT – 5'

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

DRILLING PRACTICE

- Despite his awful manners, you should give him a chance. / behavior / actions

- In spite of his kind words, I won't accept his apologies. / sweet / polite
- Don't you think this kind of comment is unacceptable? / harmful / disrespectful

DESCRIBE THE PICTURES | Give the student one minute to describe the picture he/she chose. Praise him/her for doing his/her best.

GOING FURTHER | Discuss the following questions with the student:

- How can people's support help us face difficult situations? (Answers may vary.)
- What can families do to help their children deal with pressure? (Answers may vary.)
- How can people seek opportunities when they are under pressure? (Answers may vary.)
- How can working as a team help us achieve good results? (Answers may vary.)

LET'S GET AROUND | Ask the student one of the comprehension questions about the video and then check if he/she has any questions regarding the podcast script production.

UNLOCK | Choose two of the following contents and ask the student to read some of the answers he/she wrote for this section: Give examples of facts that have affected the world recently; / Give examples of famous troublemaker characters from movies or series and give examples of their bad attitude; (Possible answers: Bart Simpson from "The Simpsons"—he likes to play pranks and disrespects authority, Jack Sparrow from the "Pirates of the Caribbean" series—he lies and steals, The Joker from various "Batman" movies—he is violent and dangerous.) / Give examples of unacceptable attitudes; / What are common consequences of impulsive actions?

Should you have extra time

Read the sentences and have students reproduce them out loud. Then he/she changes the position of the words "despite" or "in spite of".

- Let's try to look on the bright side of things in spite of all the challenges.
- Despite all the help I gave him, he didn't give me any support when I needed it.
- Despite our different opinions, how can we seek a resolution to this problem?
- I will forgive her in spite of her unacceptable behavior.
- Let's control our emotions and think of a resolution to this conflict despite not having much time.

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REVIEW-EMOTIONALLY INTELLIGENT

HOMWORK REMINDER | The student is asked if he/she has done the cards from the previous lesson on **Wiz.me**.

PINPOINT | First, the student answers questions related to the **Pinpoint** theme, looks at the pictures in his/her book and says what comes to mind. After that, he/she answers questions based on the video. To confirm his/her answers, the student has to match the content from the boxes. **Answer key:**

- What do philosophers like Plato, Aristotle, and Descartes believe emotions are? (They believe emotions are a specific kind of subjective experience. They are a class of feelings distinct and separate from sensory experiences.)
- When did this idea begin to be challenged? By whom? (It began to be challenged at the end of the 1800s by psychologist William James and physiologist Carl Lange.)
- What are emotions according to the James-Lange theory? (Emotions are simply how we interpret our body responding to things in the world.)
- What components work together to create emotions? (Subjective experience, physiological response, and behavioral response.)

CONVERSATION PRACTICE | The student listens to some questions and answers them out loud. In case the student is not reproducing the content out loud, call his/her attention to do so.

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

SELF-ASSESSMENT – STUDENT'S BOOK

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

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

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

LET'S GET AROUND | The student is guided to recap the situations by watching the three **Let's Get Around** videos in the **Video** cards in the **Output Lessons**. He/She should also review the notes written in the previous Output Lessons. Then he/she is instructed to record the podcast on his/her smartphone and present it to you and the colleagues at the end of the class. In case the student does not have a recording device, he/she is instructed

to present a live podcast. The idea here is for you, the teacher, to guess which kind of podcast the student is presenting.

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

LET'S CHECK AND HOW AM I DOING? | The student is guided to do the **Let's Check!** and **How Am I doing?** cards on **Wiz.me**.

HOMWORK INSTRUCTIONS | The student listens to the **Homework** instructions for the **Workbook** activities. He/She is also reminded to watch the three **Let's Get Around** videos again, do the **Let's Check!, How Am I Doing?** and **Wiz.battle** cards to complete the activities related to the **Review Lesson**. He/She should also listen to the audio on the **Listen Up!** card. For **Lesson 187**, remind the student to access the **Getting Ready!** and **Video** cards to watch the **Language Functions** video.

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

TEACHER SUPPORT – 5'

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

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

1. What makes you laugh? (Answers may vary.)
2. How do you usually feel before a test or a presentation? (Answers may vary.)
3. How do your emotions affect the way you interact and communicate with friends and family? (Answers may vary.)
4. What are some things you can do to calm your body down when you're feeling anxious or nervous? (Answers may vary.)
5. How can anger influence your decision-making? (Answers may vary.)

SELF-ASSESSMENT – STUDENT'S BOOK | Make sure to check the answers the student marked before the Closing step. Take notes of relevant information to share with your coordinator. Check/contextualize/model any questions, or unclear and difficult content.

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

LET'S GET AROUND | Have the student present his/her podcast to you or a classmate for you to guess what kind of podcast the student is presenting.

NOTE | Students should write a final podcast script containing up to 270 words, and the final audio recording should be no longer than 2 minutes.

LEARNING OBJECTIVE CHECKING | Check if the student marked the content he/she learned in this batch of lessons. If time allows, take this opportunity to reinforce what the student has learned. Refer to the following LOs to ask the student for some examples:

- understand and improve emotional intelligence
- describe situations and experiences that started in the past
- discuss attitudes to keep a healthy mindset
- emphasize the main point of a topic
- reflect on ways to turn challenges into opportunities
- express contrast between two things

HOMEWORK INSTRUCTIONS | Check if the student has any questions about the **Homework**. For **Lesson 187**, remind the student to access the **Getting Ready!** and **Video** cards to watch the **Language Functions** video.

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

Should you have extra time

Ask the student to reproduce and complete the following sentences:

1. This week, I've already...
2. What I like the most about speaking English is ...
3. What I value the most ...
4. Despite being young, I ...
5. In spite of all the support, he ...

LESSON 187

LEARNING OBJECTIVES

- Can pass on a detailed piece of information reliably.
- Can comment on factual information.
- Can extract the main points from news items, etc. with opinions, arguments, and discussion.
- Can make inferences or predictions about the content of newspaper and magazine articles from headings, titles, or headlines.
- Can write a concise summary of the main ideas of a longer structured text.

GRAMMAR

- Present Perfect passive with *yet*, *just*, and *already*.

SPREAD PAGE | The student explores the picture and says what he/she thinks he/she will learn about. He/She also

listens to the Learning Objectives of this batch of lessons and follows them on **Wiz.tab**.

INTERPRETING THE PICTURE | The student answers the two questions from this section out loud: *What is the girl doing?* (Possible answer: She is interviewing someone.) / *How interested are you in getting informed about what's going on in the world?* (Answers may vary.)

NOTE | Ask students if they have watched the **Language Functions** video on **Wiz.me**, at home, before coming to class. Encourage them to do so as preparation for each **Input Lesson**.

GETTING READY! REMINDER | The student is asked if he/she has prepared for the lesson by accessing the **Getting Ready!** and **Video** cards on **Wiz.me**. Then he/she has to answer two questions related to the theme of the lesson: *Why are people so interested in reading about celebrity scandals?* (Answers may vary.) / *What kind of articles are you most interested in?* (Answers may vary.)

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

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

INTERACTIVE TASK

Pronunciation Practice

The student reproduces the following words separately to reinforce pronunciation: **subscription** / **article** / **scandal** / **newsreels** / **latest**

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

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

INTERACTIVE TASK

Match

The student matches the sentences to the corresponding pictures. **Audio script:** *The article hasn't been written yet.* / *The scandal has already been covered by the press.* / *The publicity has been done by content creators.* / *The latest newsreels have already been released.*

INTERACTIVE TASK

Maze

The student unscrambles the sentences by dragging the boxes vertically. **Audio script:** *The scandal from the media darling has already been broadcast internationally.* / *When it came to light that his project leaked out, he released all the details.* / *It has been*

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agreed that the content creator's latest video is his best one so far. / Despite the publicity it would bring, she doesn't want to be involved in any scandal.

LANGUAGE PRACTICE | The student listens to a sentence and says it out loud. Then he/she listens to a word and says the sentence again using the word given. Whenever there is a question, the student should reproduce and answer it out loud. In case the student is not reproducing the content out loud, call his/her attention to do so.

AUDIO RECAP | The student listens to the audio of **Verbs**, **New Words**, **Useful Phrases**, and **Language Functions** sections again and reproduces them out loud. In case the student is not reproducing the content out loud, call his/her attention to do so.

GET REAL | The student begins by listening, reproducing, and answering the questions from the **Getting the most out of the theme** box. After completing this, they should read the text in their book. Then, in his/her notebook, he/she writes what the text is about and shows it to you during the Teacher Support. As a wrap-up, he/she completes an interactive task with the words from the **Take a Look!** box by dragging them to the correct picture.

DISCUSSION | The student listens, reproduces, and answers the questions one at a time. In case the student is not reproducing the content out loud, call his/her attention to do so.

LEARNING OBJECTIVE CHECKING | The student checks the content he/she learned in this lesson on the spread page.

HOMEWORK INSTRUCTIONS | The student listens to the **Homework** instructions for the **Workbook** and **Wiz.me**. He/She is instructed to do the **Speak Up!** and **What's More?** cards, to listen to the class's audio on the **Listen Up!** card, and to watch the **Language Functions** video on the **Video** card.

NOTE | If this is the student's first class in *Teens 8 3rd Edition*, remind him/her to do the **Zero Class** and the **Pre-diagnosis Test** on **Wiz.me**.

TEACHER SUPPORT – 5'

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

DRILLING PRACTICE

1. The newsreels have just been released on our social media page. / articles / photos
2. The article hasn't been written by the content creator yet. / headline / social media post

3. The news about his latest work hasn't been released yet. / current / recent

GET REAL | Check the student's understanding of what the **Get Real** text is about and choose one of the questions from this section to discuss it with him/her:

1. Why is relying only on social media for information not recommended, according to the text? (Because there is not the same full coverage of important facts as in articles.)
2. Why are stories shared on social media customized to a specific public? (So that the number of subscriptions, views, and publicity increase.)

DISCUSSION | Choose one of the questions from this section and discuss it with the student:

- a. In your opinion, why do media darlings get so much attention and publicity?
- b. Do you believe that content shared by celebrities is more reliable? Why?
- c. Why are headlines usually so dramatic?

LEARNING OBJECTIVE CHECKING | Check if the student marked the content he/she learned in this lesson. If time allows, take this opportunity to reinforce what the student has learned by referring to the following LOs to ask the student for some examples:

- provide factual information about your interests
- discuss different ways to get information

HOMEWORK INSTRUCTIONS | Check if the student has any questions about the **Homework**. Remind him/her to access the **Speak Up!** and **What's More?** cards, and complete the activities related to **Lesson 187**. The student should also listen to the audio on the **Listen Up!** card. Encourage him/her to access the **Video** card and watch the **Language Functions** video.

Should you have extra time

Ask the student to reproduce and complete the sentences:

1. The article has just been ...
2. The scandal still hasn't been ...
3. Has the content creator been ... yet?
4. The press has already ...
5. Have the newsreels been ... yet?

LESSON 188

REITERATIVE LEARNING OBJECTIVES

- Can pass on a detailed piece of information reliably.
- Can comment on factual information.
- Can extract the main points from news items, etc. with opinions, arguments, and discussion.

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

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

INTERACTIVE TASK

Content Review — Assessment

The student answers questions to review what he/she learned in the previous lesson: **Who in your opinion is considered a media darling nowadays? / Who are your favorite content creators? / What was a scandal that shocked everybody?**

SPEAK RIGHT NOW | The student is instructed to pay attention to the example and then to reproduce the sentences out loud. He/She is instructed to create sentences by dragging the words to the correct order.

Audio script: Headlines about the scandal have just come to light. / A new content creator has just been broadcast on the platform. / The subscription has just been canceled by several users. / Has the latest news been released by the media yet? / Several scandals haven't been reported yet. / Have the articles been written by the journalist yet?

DRILLING PRACTICE | The student does the drilling practice along with the audio material. In case the student is not reproducing the content out loud, call his/her attention to do so.

COMPLETE AND DISCUSS | After looking at the words in the box and saying them out loud, the student completes the questions in his/her book.

FOCUS LISTENING | The student listens to the audio passage to get the gist of it. Then he/she is instructed to read letters *a-d* and listens to the audio one more time answering or taking notes in the space provided. After listening to the audio a third time to check his/her answers, the student fills in the gaps to correct the activity on the **Wiz.tab**. As a wrap-up, during the Teacher Support, he/she discusses some questions about the topic with you.

LET'S GET AROUND | To start, the student looks at the first picture of the section and says some words or ideas related to what he/she sees. He/She is instructed to watch the video on the **Video** card on **Wiz.me** and to answer the question on the quiz before the answer is revealed. The student watches the video a second time, so that in his/her notebook, he/she can take notes of important information to help him/her decide what his/her podcast will be about. To finish, he/she answers some comprehension questions about the video. **Audio script:** What characters are the avatars on the video? (Mia is Liz and Tony is Little Wiz.) / What kind of podcast are they producing? (An interview podcast)

NOTE | Students should write a final podcast script containing up to 270 words, and the final audio recording should be no longer than 2 minutes. The podcast audio will only be recorded in the **Review Lesson**.

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

HOMEWORK INSTRUCTIONS | The student is guided to do the **Homework** on **Wiz.me**. Continuing on **Wiz.me**, he/she is advised to listen to the lesson's audio on the **Listen Up!** card, to practice the pronunciation on the **Speak Up!** card, and to prepare for the next lesson using the **Getting Ready!** and **Video** cards.

TEACHER SUPPORT – 5

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

DRILLING PRACTICE

1. Being a content creator can be challenging. / digital influencer / vlogger
2. The details of the scandal haven't been released yet. / disaster / experiment
3. The truth about the refugees' current situation came to light. / immigrants' / homeless'

FOCUS LISTENING | Discuss one of the following questions with the student: **Have you already used social media to study for a test? If so, did it work? If not, how do you usually study for tests? (Answers may vary.) / What advice would you give someone who wants to use social media for their studies? (Answers may vary.)**

LET'S GET AROUND | Ask the student one of the comprehension questions about the video and then check if he/she has any questions regarding the podcast script production.

UNLOCK | Choose two of the following contents and ask the student to read some of the answers he/she wrote for this section: **Give examples of people who**

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are considered media darlings at the moment. / Give examples of people who are considered media darlings at the moment. / Give examples of ways of getting the news. / Has the work of your favorite content creators been recognized by their audience? Why or why not?

Should you have extra time

Read the sentences and ask the student to reproduce them out loud adding *yet*, *just*, or *already*.

1. The festivals have been broadcast on Channel 2.
2. The article hasn't been released.
3. Have they been asked about the political scandal?
4. The news about his current work has been released.
5. Has new evidence been leaked out?

LESSON 189

LEARNING OBJECTIVES

- Can express their opinions in discussions on contemporary social issues and current affairs.
- Can understand most of a podcast about a familiar topic.
- Can understand main points and check comprehension by using contextual clues.
- Can identify key information in a text or article.
- Can write a concise summary of the main ideas of a longer structured text.

GRAMMAR

- Common reporting verbs with *that* + complement clause.

ASSESSMENT | The student is asked questions in order to review the content of the previous lessons. **Audio script:** How have newsreels evolved through time? (Possible answer: They turned into digital platforms.) / What current events are affecting our community? (Answers may vary.) / What is your favorite program broadcast on social media? (Answers may vary.)

INTERPRETING THE PICTURE | The student answers the two questions from this section out loud: What potential risks related to security could the girl take while on the Internet? (Answers may vary.) / How can a person be safe online? (Answers may vary.)

NOTE | Ask students if they have watched the **Language Functions** video on **Wiz.me**, at home, before coming to class. Encourage them to do so as preparation for each **Input Lesson**.

GETTING READY! REMINDER | The student is asked if he/she has prepared for the lesson by accessing the **Getting Ready!** and **Video** cards on **Wiz.me**. Then he/she has to answer two questions related to the theme of the lesson: **How do you protect your passwords from cybercrimes and online attacks?** (Answers may vary.) / **What is a scam?** (A fraudulent scheme aiming to trick individuals or groups, typically for financial gain or personal information.)

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

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

INTERACTIVE TASK

Pronunciation Practice

The student reproduces the following words separately in order to reinforce pronunciation: **scam** / **victim** / **attack** / **private** / **sensitive**

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

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

INTERACTIVE TASK

Match

The student matches the sentences to the corresponding pictures. **Audio script:** We were told that this information is sensitive. / The victim fell for an online shopping scam. / Please double-check information on your calendar. / We should protect our accounts against cybercrime.

INTERACTIVE TASK

Maze

The student unscrambles the sentences by dragging the boxes vertically. **Audio script:** They admitted that thousands of people have already fallen for the password scam. / All accounts are private because of the sensitive information. / Any suspicious activities need to be informed to protect clients from attacks. / I was warned that there is a new scam and that we should be suspicious of everything.

LANGUAGE PRACTICE | The student listens to a sentence and says it out loud. Then he/she listens to a word and

says the sentence again using the word given. Whenever there is a question, the student should reproduce and answer it out loud. In case the student is not reproducing the content out loud, call his/her attention to do so.

AUDIO RECAP | The student listens to the audio of **Verbs**, **New Words**, **Useful Phrases**, and **Language Functions** sections again and reproduces them out loud. In case the student is not reproducing the content out loud, call his/her attention to do so.

GET REAL | The student begins by listening, reproducing, and answering the questions from the **Getting the most out of the theme** box. After completing this, they should read the text in their book. Then, in his/her notebook, he/she writes what the text is about and shows it to you during the Teacher Support. As a wrap-up, he/she completes an interactive task with the words from the **Take a Look!** box by dragging them to the correct picture.

DISCUSSION | The student listens, reproduces, and answers the questions one at a time. In case the student is not reproducing the content out loud, call his/her attention to do so.

LEARNING OBJECTIVE CHECKING | The student checks the content he/she learned in this lesson on the spread page.

HOMEWORK INSTRUCTIONS | The student listens to the **Homework** instructions for the **Workbook** and **Wiz.me**. He/She is instructed to do the **Speak Up!** and **What's More?** cards, to listen to the class's audio on the **Listen Up!** card, and to watch the **Language Functions** video on the **Video** card.

TEACHER SUPPORT – 5'

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

DRILLING PRACTICE

1. They admitted that they never double-check any information. / said / told me
2. She said that the email contained a prize scam. / shopping / job
3. We must be suspicious of some websites. / advertisements / social media content

GET REAL | Check the student's understanding of what the **Get Real** text is about and choose one of the questions from this section to discuss it with him/her:

1. **What concerns do parents have about keeping their children safe online?** (They're concerned about keeping their children safe online from predators and cybercrime attacks and warning them about scams.)
2. **What problems might young people who post offensive content have?** (They might face problems

when looking for a job if the offences appear in a detailed background check, jeopardizing their future career chances and private lives.)

DISCUSSION | Choose one of the questions from this section and discuss it with the student:

- a. **The text highlights the increasing need to protect kids from themselves. What does this mean?** (Answers may vary)
- b. **What do you do when you see hate comments online?** (Answers may vary.)
- c. **Do you think it's important to talk to teenagers about online behavior? Why? Why?** (Answers may vary.)

LEARNING OBJECTIVE CHECKING | Check if the student marked the content he/she learned in this lesson. If time allows, take this opportunity to reinforce what the student has learned by referring to the following LOs to ask the student for examples:

- analyze ways to keep safe on the Internet
- discuss the consequences of posting sensitive content online

HOMEWORK INSTRUCTIONS | Check if the student has any questions about the **Homework**. Remind him/her to access the **Speak Up!** and **What's More?** cards, and complete the activities related to **Lesson 189**. The student should also listen to the audio on the **Listen Up!** card. Encourage him/her to access the **Video** card and watch the **Language Functions** video.

Should you have extra time

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

1. People shouldn't leave their posts public on social media.
2. People should warn their families about cybercrimes.
3. Some people prefer to keep their personal lives private.
4. We always update our passwords.
5. More and more people are becoming victims of scams.

LESSON 190

REITERATIVE LEARNING OBJECTIVES

- Can express their opinions in discussions on contemporary social issues and current affairs.
- Can understand main points and check comprehension by using contextual clues.
- Can identify key information in a text or article.

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

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

INTERACTIVE TASK

Content Review — Assessment

The student answers questions to review what he/she learned in the previous lesson: **How often do you double-check information online? / What are some of the most common scams nowadays? / Have you ever been a victim of any cybercrime?**

QUESTIONS | The student listens to the questions, then reproduces and answers them out loud. In his/her notebook, he/she is instructed to write down the answers and say them to you during the Teacher Support.

DRILLING PRACTICE | The student does the drilling practice along with the audio material. In case the student is not reproducing the content out loud, call his/her attention to do so.

SAY IT RIGHT! | The student pays attention to the example, listens to the other sentences, and reads them out loud, paying attention to the words in bold. For further practice, the student has to say only the words in bold out loud. During the Teacher Support, the student will be given two sentences and he/she has to read it out loud to you.

REORDER THE PARAGRAPHS | After saying what he/she thinks the text is about, the student reads the text and marks the correct order. He/She is given the answer key to the exercise and then is asked to practice reading the text, now in the correct order, out loud. As a wrap-up, the student answers some questions about the topic.

LET'S GET AROUND | To start, the student looks at the second picture of the section and says some words or ideas related to what he/she sees. He/She is instructed to watch the video on the **Video** card on **Wiz.me** and to answer the question on the quiz before the answer is revealed. The student watches the video a second time, so that in his/her notebook, he/she can take notes of important information to help him/her start writing his/her podcast script. To finish, he/she answers some comprehension questions about the video. **Audio script:** **How does the picture relate to the topic of the video? (It's a timer, and the podcast talks about time management in interviews.) / What question does Mia need to answer to go to the third phase? (What should a host do in an interview podcast?)**

NOTE | Students should write a final podcast script containing up to 270 words, and the final audio recording should be no longer than 2 minutes. The podcast audio will only be recorded in the **Review Lesson**.

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

HOMEWORK INSTRUCTIONS | The student is guided to do the **Homework** on **Wiz.me**. Continuing on **Wiz.me**, he/she is advised to listen to the lesson's audio on the **Listen Up!** card, to practice the pronunciation on the **Speak Up!** card, and to prepare for the next lesson using the **Getting Ready!** and **Video** cards.

TEACHER SUPPORT – 5'

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

DRILLING PRACTICE

1. He recommended that we never share passwords. / sensitive content / private information
2. Some content on social media might be suspicious. / unreliable / useless
3. Change your social media account password now. / email / credit card

QUESTIONS | Ask questions **a–f** from the book to the student:

- a.** **What online safety tips do you recommend that people follow?**
- b.** **How can the media inform the public that cybercrimes are very common?**
- c.** **How do you suggest that people set up their passwords?**
- d.** **What would make you think you might be on a suspicious website?**
- e.** **Has anybody warned you that you have to reduce your screen time?**
- f.** **What should you tell yourself that would stop you from posting offensive content?**

SAY IT RIGHT! | Ask the student to read the following sentences. Be attentive to his/her pronunciation of the letters/sounds in bold.

- d.** **The cab driver wearing a cap looks suspicious. - /b/ and /p/**
- f.** **A strong password matters in the digital world. - /ɜ:rd/ and /ɜ:rlɪd/**

NOTE | For this activity, students will practice the pronunciation of consonants, identifying and recognizing the distinct sounds. However, you may show them other examples if time allows.

- a. The systems scan for a scam to improve security. /n/ and /m/
- b. They warn victims to stay calm and warm. /n/ and /m/
- c. A tag system detects potential threats of a cyberattack. /g/ and /k/
- d. The cab driver wearing a cap looks suspicious. /b/ and /p/
- e. I was shocked after double-checking the information. /ʃ/ and /tʃ/
- f. A strong password matters in the digital world. /ɜːrd/ and /ɜːrlɪd/

LET'S GET AROUND | Ask the student one of the comprehension questions about the video and then check if he/she has any questions regarding the podcast script production.

UNLOCK | Choose two of the following contents and ask the student to read some of the answers he/she wrote for this section: Give examples of passwords that should be avoided; / Give examples of sensitive content on the Internet; / Give examples of kinds of information scams can take from you. / Why is it important to double-check information we get on the Internet?

Should you have extra time

Ask the student to reproduce the sentences and then change just one word in each:

1. I was warned that I could be a victim of cybercrime.
2. I didn't imagine that I would fall for a cybercrime.
3. By double-checking information, we can avoid problems.
4. We always change our passwords.
5. Falling for a phishing scam gave me problems with my bank account.

LESSON 191

LEARNING OBJECTIVES

- Can exchange information on a wide range of topics within their field with some confidence.
- Can follow most of a structured presentation about a topic they are familiar with.
- Can understand a text about financial education and comment on it.
- Can write a concise summary of the main ideas of a longer structured text.

GRAMMAR

- Present or future outcomes of a hypothetical situation using even if.

ASSESSMENT | The student is asked questions to review the content of the previous lessons. **Audio script:** Do you know anybody who has been a victim of cybercrime? If so, talk about it. (Answers may vary.) / How do you keep informed about the latest news? (Answers may vary.) / What's a password people should avoid? (Answers may vary.)

INTERPRETING THE PICTURE | The student answers the two questions from this section out loud: How do you think the girl is feeling? Why? (Answers may vary.) / "Money doesn't buy happiness." Do you agree? Why or why not? (Answers may vary.)

NOTE | Ask students if they have watched the **Language Functions** video on **Wiz.me**, at home, before coming to class. Encourage them to do so as preparation for each **Input Lesson**.

GETTING READY! REMINDER | The student is asked if he/she has prepared for the lesson by accessing the **Getting Ready!** and **Video** cards on **Wiz.me**. Then he/she has to answer two questions related to the theme of the lesson: What's your priority at this moment? (Answers may vary.) / What does a tight budget mean? (Possible answer: It means that there is not much money available for spending.)

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

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

INTERACTIVE TASK

Pronunciation Practice

The student reproduces the following words separately in order to reinforce pronunciation: stability / allowance / priority / management / pitfall

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

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

INTERACTIVE TASK

Match

The student matches the sentences to the corresponding pictures. **Audio script:** Money management is crucial for stability. / This new car is going to cost us a fortune! / Set aside some money

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for unexpected expenses. / Have you thought about investing your savings?

INTERACTIVE TASK

Maze

The student unscrambles the sentences by dragging the boxes vertically. **Audio script:** Even if this is not a priority, we'll need to plan it carefully to avoid mistakes. / It won't be enough money even if he spends all his savings and investments. / I took advice from you, and I am setting aside some money for future pitfalls. / Even if you plan it carefully, there are always unexpected expenses.

LANGUAGE PRACTICE | The student listens to a sentence and says it out loud. Then he/she listens to a word and says the sentence again using the word given. Whenever there is a question, the student should reproduce and answer it out loud. In case the student is not reproducing the content out loud, call his/her attention to do so.

AUDIO RECAP | The student listens to the audio of **Verbs**, **New Words**, **Useful Phrases**, and **Language Functions** sections again and reproduces them out loud. In case the student is not reproducing the content out loud, call his/her attention to do so.

GET REAL | The student begins by listening, reproducing, and answering the questions from the **Getting the most out of the theme** box. After completing this, they should read the text in their book. Then, in his/her notebook, he/she writes what the text is about and shows it to you during the Teacher Support. As a wrap-up, he/she completes an interactive task with the words from the **Take a Look!** box by dragging them to the correct picture.

DISCUSSION | The student listens, reproduces, and answers the questions one at a time. In case the student is not reproducing the content out loud, call his/her attention to do so.

LEARNING OBJECTIVE CHECKING | The student checks the content he/she learned in this lesson on the spread page.

HOMEWORK INSTRUCTIONS | The student listens to the **Homework** instructions for the **Workbook** and **Wiz.me**. He/She is instructed to do the **Speak Up!** and **What's More?** cards, to listen to the class's audio on the **Listen Up!** card, and to watch the **Language Functions** video on the **Video** card.

TEACHER SUPPORT – 5'

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

DRILLING PRACTICE

- Even if your allowance is small, set aside a little for the future. / save for a rainy day / save for a pitfall
- I would cut down on expenses, even if I didn't have to. / sugar / carbs
- Investing is not my priority right now. / Traveling / Studying French

GET REAL | Check the student's understanding of what the **Get Real** text is about and choose one of the questions from this section to discuss it with him/her:

- What does the text suggest that future generations should have to manage their finances well? (Make financial education a priority in schools.)
- How can financial education help kids' future? (It can help them understand how they feel about taking risks, shows them how to handle their expenses, manage their budget, and deal with their feelings when they make financial choices in life.)

DISCUSSION | Choose one of the questions from this section and discuss it with the student:

- What is the management of your expenses like? (Answers may vary.)
- Why is it important to separate wants from needs when managing expenses? (Answers may vary.)
- How can financial education help us achieve financial stability? (Answers may vary.)

LEARNING OBJECTIVE CHECKING | Check if the student marked the content he/she learned in this lesson. If time allows, take this opportunity to reinforce what the student has learned by referring to the following LOs to ask the student for some examples:

- analyze possible ways to manage your finances and make good use of your money
- discuss the importance of saving money for the future

HOMEWORK INSTRUCTIONS | Check if the student has any questions about the **Homework**. Remind him/her to access the **Speak Up!** and **What's More?** cards, and complete the activities related to **Lesson 191**. The student should also listen to the audio on the **Listen Up!** card. Encourage him/her to access the **Video** card and watch the **Language Functions** video.

Should you have extra time

Ask the student to reproduce the sentences out loud and complete them:

- Even if I invest ...
- Even if I spend ...
- I'll still save money, even if ...
- Even if I take advice from you, ...
- Plan your expenses carefully, even if ...

LESSON 192

REITERATIVE LEARNING OBJECTIVES

- Can exchange information on a wide range of topics within their field with some confidence.
- Can follow most of a structured presentation about a topic they are familiar with.

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

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

INTERACTIVE TASK

Content Review — Assessment

The student answers questions to review what he/she learned in the previous lesson: **Do you usually take advice from your friends? / What is something that you have that costs a fortune? / Are you good at money management? How do you usually spend your allowance?**

FLUENCY PRACTICE | The student pays attention to the model and observes what changes from one sentence to another. Then he/she changes the sentences according to the model. To correct the student's production, he/she drags the boxes to the corresponding content. **Answer key:** a. We'll buy it, even if it costs a fortune. / b. I'll pay all my bills, even if my budget is tight. / c. I'll give him an allowance, even if he doesn't behave well. / d. I'll invest some money, even if I have a lot of expenses. / e. I can set money aside, even if my allowance is small.

DRILLING PRACTICE | The student does the drilling practice along with the audio material. In case the student is not reproducing the content out loud, call his/her attention to do so.

DISCUSS A SOLUTION | As preparation, on the **Wiz.tab**, the student has two minutes to look at the situation given and take notes supporting his/her opinion. He/She is instructed to finish the exercise during the Teacher Support.

GOING FURTHER | The student listens and reads to the questions and to the content of the **Useful Language** box and then reads them out loud. He/She is instructed to discuss the questions during the Teacher Support with you or a classmate.

LET'S GET AROUND | To start, the student looks at the third picture of the section and says some words or ideas related to what he/she sees. He/She is instructed to watch the video on the **Video** card on **Wiz.me** and to answer the question on the quiz before the answer is revealed. The student watches the video a second time, so that in his/her notebook, he/she can take notes of important information to help him/her finish writing and reviewing his/her podcast script. To finish, he/she answers some comprehension questions about the video. **Audio script:** What does Tony suggest that we should be careful about? (Cyberbullying.) / How did Mia feel when she was a victim of cyberbullying? (Scared and sad.)

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

HOMEWORK INSTRUCTIONS | The student is guided to do the **Homework** on **Wiz.me**. Continuing on **Wiz.me**, he/she is advised to listen to the lesson's audio on the **Listen Up!** card, to practice pronunciation on the **Speak Up!** card, and to prepare for the next lesson by watching the **Pinpoint** video, at home, on the **Video** card. Ask the student to complete the activity **Propose a Solution** in **Wiz Mock**.

TEACHER SUPPORT – 5'

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

DRILLING PRACTICE

1. Even if your budget is good, you should spend the money carefully. / your allowance / your salary
2. He doesn't know how to invest his money. / spend / control
3. What's one of your priorities for the future? / plans / goals

DISCUSS A SOLUTION | Ask the student about his/her views, conclusion, or proposal to the problem given. Encourage the student to justify their idea and to mention the advantages and disadvantages of their solution: **What are the two best tips to help a friend who wants to buy a new video game? Give advice on what he/she can do to buy it. Justify.**

Suggestions given by the Student's Book: Set priorities. / Plan your budget carefully. / Take advice from an experienced person. / Avoid spending money on things that cost a fortune. / Think about wants and needs. / Set money aside.

Encourage the student to use the content from the **Useful Language** box:

In our opinion, he/she should start by ... / I don't think... is a good idea because ... / The reason why we chose to ... is because ... / We believe that by taking control of expenses and investing, ...

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GOING FURTHER | Discuss the following questions with the student:

1. What might make teenagers start thinking about saving money? (Possible answer: The importance of having enough money for the things they want or need.)
2. How can teenagers start learning about investing money? (Possible answers: They can read about the subject, attend online courses, or take advice from financial professionals.)
3. Why is it important to set money aside? (Possible answer: Because we don't know what might happen in the future, so we need to be prepared for possible challenges or pitfalls.)
4. How can I make the most out of my allowance as a teenager? (Answers may vary.)

LET'S GET AROUND | Ask the student one of the comprehension questions about the video and then check if he/she has any questions regarding the podcast script production.

UNLOCK | Choose two of the following contents and ask the student to read some of the answers he/she wrote for this section: Give examples of things we should plan carefully; / Give examples of simple actions to control expenses; / Give examples of entertainment for those on a tight budget; / Why should we save for a rainy day?

Should you have extra time

Ask the student to create a sentence using:

1. expenses
2. budget
3. savings
4. carefully
5. pitfall

REVIEW – INFORMATION IS KEY

HOMEWORK REMINDER | The student is asked if he/she has done the cards from the previous lesson on **Wiz.me**.

PINPOINT | First, the student answers questions related to the **Pinpoint** theme, looks at the picture in his/her book, and says what comes to mind. After that, he/she answers questions based on the video. In order to confirm his/her answers, the student has to match the content from the boxes. **Answer key:**

1. What social networking site do John and Linda use to chat with friends? (They use Face Space.)
2. According to Linda, why shouldn't John accept the message from Susan? (Because he didn't know for sure who she was.)

3. Why does John give up hanging out with the new guy from school called Will? (Because Linda said that the new guy's name was Tom, not Will.)

4. What should you do if you get a message saying you won something, but it asks you to visit a website and give your personal information? (You should be careful because it's probably an advertisement trying to get you to sign up for something and share your personal information.)

CONVERSATION PRACTICE | The student listens to some questions and answers them out loud. In case the student is not reproducing the content out loud, call his/her attention to do so.

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

SELF-ASSESSMENT – STUDENT'S BOOK

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

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

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

LET'S GET AROUND | The student is guided to recap the situations by watching the three **Let's Get Around** videos in the **Video** cards in the Output Lessons. He/She should also review the notes written in the previous **Output Lessons**. Then, he/she is instructed to record the podcast on their smartphone and present it to you and his/her classmates at the end of the class. In case the student does not have a recording device, he/she is instructed to present a live podcast. The idea here is for you, the teacher, to guess which kind of podcast the student is presenting.

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

LET'S CHECK AND HOW AM I DOING? | The student is guided to do the **Let's Check!** and **How Am I doing?** cards on **Wiz.me**.

HOMEWORK INSTRUCTIONS | The student listens to the **Homework** instructions for the **Workbook** activities. He/She is also reminded to watch the three **Let's Get Around** videos again, do the **Let's Check!, How Am I Doing?, and Wiz.battle** cards to complete the activities related to the **Review Lesson**. He/She should also listen to the audio on the **Listen Up!** card. For **Lesson 193**.

remind the student to access the **Getting Ready!** and **Video** cards to watch the **Language Functions** video.

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

TEACHER SUPPORT – 5'

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

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

1. What are some common types of apps and social networking sites you use today?
2. Is it okay to share personal information, like your address or phone number, on social media? Why or why not?
3. How can teenagers protect themselves from online scams, and who should be responsible for educating them about these risks?
4. Should schools include online safety education as part of their curriculum? Why or Why not?
5. Have you ever been a victim of a scam? What happened?

SELF-ASSESSMENT – STUDENT'S BOOK | Make sure to check the answers the student marked before the Closing step. Take notes of relevant information to share with your coordinator. Check/contextualize/model any questions, or unclear and difficult content.

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

LET'S GET AROUND | Have the student present his/her podcast to you or to a classmate for you to guess what kind of podcast the student is presenting.

NOTE | Students should write a final podcast script containing up to 270 words, and the final audio recording should be no longer than 2 minutes.

LEARNING OBJECTIVE CHECKING | Check if the student marked the content he/she learned in this batch of lessons. If time allows, take this opportunity to reinforce what the student has learned by referring to the following LOs to ask the student for some examples:

- provide factual information about your interests
- discuss different ways to get information
- analyze ways to keep safe on the Internet
- discuss the consequences of posting sensitive content online
- analyze possible ways to manage your finances and make good use of your money

- discuss the importance of saving money for the future

HOMEWORK INSTRUCTIONS | Check if the student has any questions about the **Homework**. For **Lesson 193**, remind the student to access the **Getting Ready!** and **Video** cards to watch the **Language Functions** video.

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

Should you have extra time

Ask students to give examples of:

1. recent scandals
2. kinds of sensitive information
3. suspicious activities in their accounts
4. how to set priorities in life
5. ways to achieve financial stability

LESSON 193

LEARNING OBJECTIVES

- Can express their opinions in discussions on contemporary social issues and current affairs.
- Can recognize the writer's point of view in a structured text.
- Can support ideas by using conditional sentences.
- Can understand most of an audio extract about a familiar topic.
- Can present ideas to raise awareness of an issue.
- Can write a concise summary of the main ideas of a longer structured text.

GRAMMAR

- Unless, as long as, as soon as, and in case in conditional clauses.

SPREAD PAGE | The student explores the picture and says what he/she thinks he/she will learn about. He/She also listens to the Learning Objectives of this batch of lessons and follows them on **Wiz.tab**.

INTERPRETING THE PICTURE | The student answers the two questions from this section out loud: **What message do the girl's gesture and T-shirt convey?** (Possible answer: She's inviting the reader to become a volunteer.) / **How do you think the girl can support her community?** (Answers may vary.)

NOTE | Ask students if they have watched the **Language Functions** video on **Wiz.me**, at home, before coming to class. Encourage them to do so as preparation for each **Input Lesson**.

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GETTING READY! REMINDER | The student is asked if he/she has prepared for the lesson by accessing the **Getting Ready!** and **Video** cards on **Wiz.me**. Then he/she has to answer two questions related to the theme of the lesson: **How can you raise awareness of a social problem? (Answers may vary.) / How can people support a charity campaign? (Answers may vary.)**

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

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

INTERACTIVE TASK

Pronunciation Practice

The student reproduces the following words separately to reinforce pronunciation: **awareness / campaign / charity / empathy / challenging**

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

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

INTERACTIVE TASK

Match

The student matches the sentences to the corresponding pictures. **Audio script:** *As long as we support each other, it'll be OK. / Unless we raise awareness, there'll be no empathy. / We'll open the charity shop as soon as we can. / In case I start the campaign, can I count on you?*

INTERACTIVE TASK

Maze

The student unscrambles the sentences by dragging the boxes vertically. **Audio script:** *He carried out a campaign to raise awareness about the consequences of hunger. / Unless you put yourself in their shoes, you won't understand the meaning of empathy. / In case the campaign isn't clear, the fundraising is to support different charities. / As soon as we explained the consequences of individualism, they showed solidarity.*

LANGUAGE PRACTICE | The student listens to a sentence and says it out loud. Then he/she listens to a word and says the sentence again using the word given. Whenever there is a question, the student should reproduce and answer it out loud. In case the student is not reproducing the content out loud, call his/her attention to do so.

AUDIO RECAP | The student listens to the audio of **Verbs**, **New Words**, **Useful Phrases**, and **Language Functions** sections again and reproduces them out loud. In case the student is not reproducing the content out loud, call his/her attention to do so.

GET REAL | The student begins by listening, reproducing, and answering the questions from the **Getting the most out of the theme** box. After completing this, they should read the text in their book. Then, in his/her notebook, he/she writes what the text is about and shows it to you during the Teacher Support. As a wrap-up, he/she completes an interactive task with the words from the **Take a Look!** box by dragging them to the correct picture.

DISCUSSION | The student listens, reproduces, and answers the questions one at a time. In case the student is not reproducing the content out loud, call his/her attention to do so.

LEARNING OBJECTIVE CHECKING | The student checks the content he/she learned in this lesson on the spread page.

HOMEWORK INSTRUCTIONS | The student listens to the **Homework** instructions for the **Workbook** and **Wiz.me**. He/She is instructed to do the **Speak Up!** and **What's More?** cards, to listen to the class's audio on the **Listen Up!** card, and to watch the **Language Functions** video on the **Video** card.

NOTE | If this is the student's first class in *Teens 8 3rd Edition*, remind him/her to do the **Zero Class** and the **Pre-diagnosis Test** on **Wiz.me**.

TEACHER SUPPORT – 5'

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

DRILLING PRACTICE

1. Unless you know the consequences of hunger, you won't put yourself in their shoes. / challenges / reasons
2. In case the fundraising doesn't work, we can raise money through a campaign. / charity events / volunteer work
3. I will work on that hard campaign as soon as he approves the project. / challenging / great

GET REAL | Check the student's understanding of what the **Get Real** text is about and choose one of the questions from this section to discuss it with him/her:

1. What is The Malala Fund? (It's a charity dedicated to helping young girls in the developing world to access formal education.)

2. According to the text, how can teens be even more involved in social activism? (Charities need to engage them in campaigns for issues they care about.)

DISCUSSION | Choose one of the questions from this section and discuss it with the student:

- What are some of your ideas for people to raise awareness of an issue in their community? (Answers may vary.)
- If you could choose a charity to support, what would it be? Why? (Answers may vary.)
- How can people demonstrate solidarity with other people from their community? (Answers may vary.)

LEARNING OBJECTIVE CHECKING | Check if the student marked the content he/she learned in this lesson. If time allows, take this opportunity to reinforce what the student has learned by referring to the following LOs to ask the student for some examples:

- discuss possible ways teens can contribute to society
- express conditions and the possible consequences of them

HOMEWORK INSTRUCTIONS | Check if the student has any questions about the **Homework**. Remind him/her to access the **Speak Up!** and **What's More?** cards, and complete the activities related to **Lesson 193**. The student should also listen to the audio on the **Listen Up!** card. Encourage him/her to access the **Video** card and watch the **Language Functions** video.

Should you have extra time

Ask the student to reproduce and answer the questions out loud.

- How can individualism affect our ability to care for others?
- What are the consequences of hunger in young children?
- What are some ways of raising money for charity?
- What should we do in case we don't have anyone to support us?
- How can one care for their well-being?

LESSON 194

REITERATIVE LEARNING OBJECTIVES

- Can express their opinions in discussions on contemporary social issues and current affairs.
- Can support ideas by using conditional sentences.
- Can understand most of an audio extract about a familiar topic.

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

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

INTERACTIVE TASK

Content Review — Assessment

The student answers questions to review what he/she learned in the previous lesson: **Why is it sometimes hard to put yourself in someone else's shoes?** / **What is something that you care for and would like to support more?** / **How challenging do you think it is to support a charity or fundraising event for a good cause?**

FLUENCY PRACTICE | The student pays attention to the model and observes what changes from one sentence to another. Then he/she changes the sentences according to the model. To correct the student's production, he/she drags the boxes to the corresponding content. **Answer key:**

- Unless he puts himself in your shoes, he won't have empathy for you.
- As long as we show our solidarity, individualism won't affect our community.
- As soon as they start the fundraising process, they will decrease hunger in the city.
- In case the event is canceled, we will give your money back.
- As soon as you start the campaign, you will raise money for charity.

DRILLING PRACTICE | The student does the drilling practice along with the audio material. In case the student is not reproducing the content out loud, call his/her attention to do so.

SAY WHAT YOU THINK | The student reads the sentences and reproduces them out loud. Then, in his/her notebook, he/she writes his/her opinions about each sentence to show it to you during the Teacher Support. He/She is also guided to use the content in the **Useful Language** box.

LISTEN, CHOOSE, AND DISCUSS | The student is guided to complete the first passage by reading the sentence, question, and options. Then he/she listens to the audio to understand the general idea of it and listens to it a second time to choose the answer that corresponds to what he/she hears. The student follows the same procedure for the second passage. The **Wiz.tab** explains that further discussion about the content will be held during the Teacher Support.

LET'S GET AROUND | To start, the student looks at the first picture of the section and says some words or ideas

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related to what he/she sees. He/She is instructed to watch the video on the **Video** card on **Wiz.me** and to answer the question on the quiz before the answer is revealed. The student watches the video a second time, so that in his/her notebook, he/she can take notes of important information to help him/her decide what his/her podcast will be about. To finish, he/she answers some comprehension questions about the video. **Audio script:** What characters are the avatars in the video? (Mia is Sue and Tony is Akio.) / What kind of podcast are they producing? (It's a conversational podcast.)

NOTE | Students should write a final podcast script containing up to 270 words, and the final audio recording should be no longer than 2 minutes. The podcast audio will only be recorded in the **Review Lesson**.

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

HOMEWORK INSTRUCTIONS | The student is guided to do the **Homework** on **Wiz.me**. Continuing on **Wiz.me**, he/she is advised to listen to the lesson's audio on the **Listen Up!** card, to practice pronunciation on the **Speak Up!** card, and to prepare for the next lesson using the **Getting Ready!** and **Video** cards.

TEACHER SUPPORT – 5'

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

DRILLING PRACTICE

1. You won't feel better unless you control your emotions. / follow my advice / cut down on gluten
2. There are many ways to be part of a charity event. / fundraising / campaign
3. What kind of study are they carrying out? / research / training program

SAY WHAT YOU THINK | Check the student's sentences giving his/her opinion about each sentence of the exercise.

LISTEN, CHOOSE, AND DISCUSS | Read one of the following questions and discuss it with the student:

1. How does the podcast contribute to solidarity? (They raise money for charity.)
2. In what situations do people usually donate groceries and distribute meals? (Possible answer: People typically donate groceries to those who have a place to live and can prepare their meals. On the other hand, distributing meals is usually intended for the homeless, providing them with ready-to-eat food.)

LET'S GET AROUND | Ask the student one of the comprehension questions about the video and then

check if he/she has any questions regarding the podcast script production.

UNLOCK | Choose two of the following contents and ask the student to read some of the answers he/she wrote for this section: **Give examples of ways to support people in need; / Give examples of consequences of hunger; / Give examples of ways of raising money for a cause. / How could you support people in your community?**

Should you have extra time

Ask the student to reproduce the sentences and then change just one word in each according to what he/she learned in the previous lesson:

1. It's important to put yourself in other people's shoes.
2. His lack of empathy won't help him have better relationships.
3. Do you know the consequences of ignoring climate change?
4. They held a fundraising event to support the victims of the earthquake.
5. He won't support the campaign unless you tell him how the money will be invested.

LESSON 195

LEARNING OBJECTIVES

- Can recognize a point of view presented in a structured text.
- Can express their opinions in discussions on contemporary social issues and current affairs.
- Can explain what needs to be done in order for something else to happen.
- Can summarize factual information from a text.
- Can write a concise summary of the main ideas of a longer structured text.

GRAMMAR

- Need with the passive infinitive to express necessity.

ASSESSMENT | The student is asked questions to review the content of the previous lessons. **Audio script:** How can we raise awareness of social problems? (Possible answer: We can organize educational campaigns using social media platforms.) / What kind of campaigns do you usually see on TV or the Internet? (Answers may vary.) / Why does empathy contribute to a better society? (Answers may vary.)

INTERPRETING THE PICTURE | The student answers the two questions from this section out loud: **What is the man probably doing?** (Possible answer: Breathing clean air.) /

What happens if people breathe in polluted air? (Possible answer: They can develop respiratory diseases.)

NOTE | Ask students if they have watched the **Language Functions** video on **Wiz.me**, at home, before coming to class. Encourage them to do so as preparation for each **Input Lesson**.

GETTING READY! REMINDER | The student is asked if he/she has prepared for the lesson by accessing the **Getting Ready!** and **Video** cards on **Wiz.me**. Then he/she has to answer two questions related to the theme of the lesson: **What problems can we have with the use of chemicals? (Answers may vary.) / How can toxic products put a strain on people's health? (Answers may vary.)**

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

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

INTERACTIVE TASK

Pronunciation Practice

The student reproduces the following words separately to reinforce pronunciation: **chemicals / reforestation / diversity / ethical / regularly**

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

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

INTERACTIVE TASK

Match

The student matches the sentences to the corresponding pictures. **Audio script:** Toxic chemicals need to be replaced. / We are running out of time to restore nature. / Ethical practices need to be adopted by companies. / This has put a strain on our conservation plan.

INTERACTIVE TASK

Maze

The student unscrambles the sentences by dragging the boxes vertically. **Audio script:** Toxic materials need to be kept away from conservation areas. / Ecological reforestation needs to be done regularly, and it needs to begin now. / Reforestation is important for the survival of the ecological diversity. / Do young kids need to be taught how to protect natural resources?

LANGUAGE PRACTICE | The student listens to a sentence and says it out loud. Then he/she listens to a word and says the sentence again using the word given. Whenever there is a question, the student should reproduce and answer it out loud. In case the student is not reproducing the content out loud, call his/her attention to do so.

AUDIO RECAP | The student listens to the audio of **Verbs**, **New Words**, **Useful Phrases**, and **Language Functions** sections again and reproduces them out loud. In case the student is not reproducing the content out loud, call his/her attention to do so.

GET REAL | The student begins by listening, reproducing, and answering the questions from the **Getting the most out of the theme** box. After completing this, they should read the text in their book. Then, in his/her notebook, he/she writes what the text is about and shows it to you during the Teacher Support. As a wrap-up, he/she completes an interactive task with the words from the **Take a Look!** box by dragging them to the correct picture.

DISCUSSION | The student listens, reproduces, and answers the questions one at a time. In case the student is not reproducing the content out loud, call his/her attention to do so.

LEARNING OBJECTIVE CHECKING | The student checks the content he/she learned in this lesson on the spread page.

HOMEWORK INSTRUCTIONS | The student listens to the **Homework** instructions for the **Workbook** and **Wiz.me**. He/She is instructed to do the **Speak Up!** and **What's More?** cards, to listen to the class's audio on the **Listen Up!** card, and to watch the **Language Functions** video on the **Video** card.

TEACHER SUPPORT – 5'

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

DRILLING PRACTICE

1. This city needed to be restored after the flood. / tornado / earthquake
2. Natural resources need to be preserved. / Endangered species / Traditions
3. Do kids need to be kept away from chemicals? / violent content / laundry products

GET REAL | Check the student's understanding of what the **Get Real** text is about and choose one of the questions from this section to discuss it with him/her:

1. What is the mission of TreeSisters? (The mission of TreeSisters is to restore the tropics within a decade.)

INTERACTIVE TEACHER'S GUIDE

2. What need do the environmental activists in the text emphasize? (They emphasize the need for a shift from consumerism to restoration.)

DISCUSSION | Choose one of the questions from this section and discuss it with the student:

- How can reforestation improve the quality of the air we breathe? (Answers may vary.)
- What measures need to be taken so social media platforms can help raise awareness about protecting natural resources? (Answers may vary.)
- What inspires your passion for nature preservation? (Answers may vary.)

LEARNING OBJECTIVE CHECKING | Check if the student marked the content he/she learned in this lesson. If time allows, take this opportunity to reinforce what the student has learned by referring to the following LOs to ask the student for some examples:

- reflect on the necessary measures to protect the environment
- discuss actions to restore damaged areas

HOMEWORK INSTRUCTIONS | Check if the student has any questions about the **Homework**. Remind him/her to access the **Speak Up!** and **What's More?** cards, and complete the activities related to **Lesson 195**. The student should also listen to the audio on the **Listen Up!** card. Encourage him/her to access the **Video** card and watch the **Language Functions** video.

Should you have extra time

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

- Do kids need to be kept away from chemicals? (violent content)
- We should connect regularly with nature. (ourselves)
- The company I work for has faced ethical problems. (challenging situations)
- The cultural diversity in this country is amazing. (language)
- According to the government, ecological disasters can't be controlled. (natural disasters)

LESSON 196

REITERATIVE LEARNING OBJECTIVES

- Can express their opinions in discussions on contemporary social issues and current affairs.
- Can explain what needs to be done in order for something else to happen.

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

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

INTERACTIVE TASK

Content Review — Assessment

The student answers questions to review what he/she learned in the previous lesson: **Name someone you think has an ethical behavior that you admire. Why did you choose him or her? / Why is diversity important? / What essential skill should be taught at schools?**

QUESTIONS | The student listens to the questions, then reproduces and answers them out loud. In his/her notebook, he/she is instructed to write down the answers and say them to you during the Teacher Support.

DRILLING PRACTICE | The student does the drilling practice along with the audio material. In case the student is not reproducing the content out loud, call his/her attention to do so.

SAY IT RIGHT! | The student pays attention to the example, listens to the other sentences, and reads them out loud, paying attention to the words in bold. For further practice, the student has to say only the words in bold out loud. During the Teacher Support, the student will be given two sentences, and he/she has to read them out loud to you.

WHAT'S MISSING? | The student looks at the image and the title of the text and predicts what the text is about. Then he/she reads the text and completes the gaps in the book using the words from the box. To correct the answers, on the **Wiz.tab**, the student drags the words to the right gap. During the Teacher Support, the student will ask you the two questions with the extra words from the box.

LET'S GET AROUND | To start, the student looks at the second picture of the section and says some words or ideas related to what he/she sees. He/She is instructed to watch the video on the **Video** card on **Wiz.me** and to answer the question on the quiz before the answer is revealed. The student watches the video a second time, so that in his/her notebook, he/she can take notes of important information to help him/her start writing his/her podcast script. To finish, he/she answers some comprehension questions about the video. **Audio script:** *What does the part of the podcast called 'call to action' mean? (It's when listeners can do something about the topic.) / Were Mia and Tony allowed to go to the third phase after their answer? (Yes, they were.)*

NOTE | Students should write a final podcast script containing up to 270 words, and the final audio recording should be no longer than 2 minutes. The podcast audio will only be recorded in the **Review Lesson**.

UNLOCK | Why is reforestation fundamental to keep the balance of ecosystems? The student listens to the UNLOCK sentences and follows the audio instructions.

HOMEWORK INSTRUCTIONS | The student is guided to do the **Homework** on **Wiz.me**. Continuing on **Wiz.me**, he/she is advised to listen to the lesson's audio on the **Listen Up!** card, to practice pronunciation on the **Speak Up!** card, and to prepare for the next lesson using the **Getting Ready!** and **Video** cards.

TEACHER SUPPORT – 5'

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

DRILLING PRACTICE

1. Ecological disasters need to be avoided. / prevented / controlled
2. Wildlife conservation needs to be regularly discussed. / Water / Energy
3. Toxic waste was found in this area. / material / garbage

QUESTIONS | Ask questions *a-f* from the book to the student:

- a. What needs to be done so we won't run out of clean water?
- b. What do toxic chemicals need to be replaced with?
- c. Why do natural resources need to be protected?
- d. What needs to be taught to the next generations about ecological conservation practices?
- e. Why do more trees need to be planted?
- f. Where does biological diversity need to be restored?

SAY IT RIGHT! | Ask the student to read the following sentences. Be attentive to his/her pronunciation of the words in bold.

- b. The teacher **asked** me if I had **finished** the project about ecological practices.
- c. We **talked** about the time we **worked** on a conservation project.

NOTE | For this activity, students will practice the pronunciation of past verbs with -ed ending with the voiceless sound /t/, identifying and recognizing the distinct sounds at the end of the verbs. You may show them other examples of voiceless sounds that make the -ed sound as /t/, if time allows.

- a. stopped / helped
- b. asked / finished
- c. talked / worked
- d. guessed / missed
- e. packed / washed
- f. looked / relaxed

WHAT'S MISSING? | Check the two questions the student prepared using the words **chemicals** and **toxic** and answer them.

LET'S GET AROUND | Ask the student one of the comprehension questions about the video and then check if he/she has any questions regarding the podcast script production.

UNLOCK | Choose two of the following contents and ask the student to read some of the answers he/she wrote for this section: **Give examples of ecological disasters;** / **Give examples of chemicals;** / **Give examples of natural resources;** / **What do you know about the greenhouse effect?** (Possible answers: It's essential for maintaining the Earth's temperature and supporting life; it happens when gases like carbon dioxide and methane trap the Sun's energy.)

Should you have extra time

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

1. We're running out of ...
2. We should keep away from ...
3. Our carbon footprint is connected with ...
4. We should connect regularly with ...
5. These species' survival depends on ...

LESSON 197

LEARNING OBJECTIVES

- Can exchange information on a wide range of topics with some confidence.
- Can write a concise summary of the main ideas of a longer structured text

GRAMMAR

- Present Continuous Passive.

INTERACTIVE TEACHER'S GUIDE

ASSESSMENT | The student is asked questions to review the content of the previous lessons. **Audio script:** How would you define an ethical person? (Answers may vary.) / What is considered toxic to human beings? (Possible answers: Some chemical substances, alcohol and illicit drugs, and pesticides.) / What should we keep away from? (Answers may vary.)

INTERPRETING THE PICTURE | The student answers the two questions from this section out loud: What do you see in the picture? (Possible answer: A girl planting a tree.) / What is the particular message communicated in the picture? (Possible answers: Caring for nature, the connection between people and nature.)

NOTE | Ask students if they have watched the **Language Functions** video on **Wiz.me**, at home, before coming to class. Encourage them to do so as preparation for each **Input Lesson**.

GETTING READY! REMINDER | The student is asked if he/she has prepared for the lesson by accessing the **Getting Ready!** and **Video** cards on **Wiz.me**. Then he/she has to answer two questions related to the theme of the lesson: What does it mean to be self-sufficient in something? (Possible answer: Being self-sufficient in something means being able to manage it on your own without needing help from others.) / What sustainable practices can we adopt at home? (Possible answers: We can recycle, save energy and water, plant a tree if there is space, reuse materials, etc.)

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

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

INTERACTIVE TASK

Pronunciation Practice

The student reproduces the following words separately to reinforce pronunciation: initiative / effect / urban area / reasonable / self-sufficient

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

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

INTERACTIVE TASK

Match

The student matches the sentences to the corresponding pictures. **Audio script:** We have no choice but to cancel this initiative. / We're the pioneers, so we must lead by example. / The effects of this solar panel are being studied. / New urban

farming initiatives are being designed.

INTERACTIVE TASK

Maze

The student unscrambles the sentences by dragging the boxes vertically. **Audio script:** A new urban farming idea for the building is being designed. / Getting involved with sustainable practices helped us launch best-selling products. / Reasonable solutions for the urban area initiative are being discussed. / They launched a new self-sufficient solar panel that reduces environmental impacts.

LANGUAGE PRACTICE | The student listens to a sentence and says it out loud. Then he/she listens to a word and says the sentence again using the word given. Whenever there is a question, the student should reproduce and answer it out loud. In case the student is not reproducing the content out loud, call his/her attention to do so.

AUDIO RECAP | The student listens to the audio of **Verbs**, **New Words**, **Useful Phrases**, and **Language Functions** sections again and reproduces them out loud. In case the student is not reproducing the content out loud, call his/her attention to do so.

GET REAL | The student begins by listening, reproducing, and answering the questions from the **Getting the most out of the theme** box. After completing this, they should read the text in their book. Then, in his/her notebook, he/she writes what the text is about and shows it to you during the Teacher Support. As a wrap-up, he/she completes an interactive task with the words from the **Take a Look!** box by dragging them to the correct picture.

DISCUSSION | The student listens, reproduces, and answers the questions one at a time. In case the student is not reproducing the content out loud, call his/her attention to do so.

LEARNING OBJECTIVE CHECKING | The student checks the content he/she learned in this lesson on the spread page.

HOMEWORK INSTRUCTIONS | The student listens to the **Homework** instructions for the **Workbook** and **Wiz.me**. He/She is instructed to do the **Speak Up!** and **What's More?** cards, to listen to the class's audio on the **Listen Up!** card, and to watch the **Language Functions** video on the **Video** card.

TEACHER SUPPORT – 5'

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

LESSON 198

REITERATIVE LEARNING OBJECTIVES

- Can exchange information on a wide range of topics with some confidence.

DRILLING PRACTICE

1. Sustainable practices are being launched by the government. / initiatives / projects
2. The effects of toxic chemicals are being analyzed. / controlled / discovered
3. The gadgets launched by the group are being sold at a reasonable price. / devices / accessories

GET REAL | Check the student's understanding of what the **Get Real** text is about and choose one of the questions from this section to discuss it with him/her:

1. **What do you think recent studies show about people living close to green areas? (They show that people live longer and have fewer heart-related issues.)**
2. **What greenery initiatives does the text mention? (Possible answer: Green roofs, vertical gardens, urban farming, street trees, community gardens, and schoolyards with plants.)**

DISCUSSION | Choose one of the questions from this section and discuss it with the student:

- a. **What initiatives are being taken right now to make your city greener? (Answers may vary.)**
- b. **Why are solar panels still not widely adopted despite their numerous environmental and economic benefits? (Answers may vary.)**
- c. **What have you done to make the place you live more sustainable? (Answers may vary.)**

LEARNING OBJECTIVE CHECKING | Check if the student marked the content he/she learned in this lesson. If time allows, take this opportunity to reinforce what the student has learned by referring to the following LOs to ask the student for some examples:

- analyze methods to increase the ecological friendliness of a city
- describe ongoing actions to make a city greener

HOMEWORK INSTRUCTIONS | Check if the student has any questions about the **Homework**. Remind him/her to access the **Speak Up!** and **What's More?** cards, and complete the activities related to **Lesson 197**. The student should also listen to the audio on the **Listen Up!** card. Encourage him/her to access the **Video** card and watch the **Language Functions** video.

Should you have extra time

Ask the student to reproduce the following sentences out loud and complete them:

1. What are the benefits of ...?
2. The urban area is being designed with a focus on ...
3. Let's launch a fundraising campaign to ...
4. Are sustainable practices being ...?
5. Are new initiatives being ...?

LESSON 198

REITERATIVE LEARNING OBJECTIVES

- Can exchange information on a wide range of topics with some confidence.

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

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

INTERACTIVE TASK

Content Review — Assessment

The student answers questions to review what he/she learned in the previous lesson: **Why is it good to get involved with social causes? / What are the benefits of leading by example? / What are the possible effects of urban farming?**

SPEAK RIGHT NOW | The student is instructed to pay attention to the example and then to reproduce the sentences out loud. He/She is instructed to create sentences by dragging the words to the correct order.

Audio script: Solar panels are being installed on rooftops in the urban area. / Data isn't being preserved properly in the new system. / Is the benefit of the new program being planned carefully? / Natural resources are being preserved to ensure future sustainability. / Shelters aren't being built quickly enough for those in need. / Is the new project being designed for the urban area?

DRILLING PRACTICE | The student does the drilling practice along with the audio material. In case the student is not reproducing the content out loud, call his/her attention to do so.

DESCRIBE AND COMPARE | The student looks at the pictures in his/her book and takes notes comparing them. Then he/she is given two minutes to practice his/her speaking before being given one of the questions from the book to answer out loud. During the Teacher Support, the student is to describe and compare the pictures to you.

GOING FURTHER | The student listens and reads the questions and the content of the **Useful Language** box and then reads them out loud. He/She is instructed to discuss the questions during the Teacher Support with you or a classmate.

LET'S GET AROUND | To start, the student looks at the third picture of the section and says some words or

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ideas related to what he/she sees. He/She is instructed to watch the video on the **Video** card on **Wiz.me** and to answer the question on the quiz before the answer is revealed. The student watches the video a second time, so that in his/her notebook, he/she can take notes of important information to help him/her finish writing and reviewing his/her podcast script. To finish, he/she answers some comprehension questions about the video. **Audio script:** What does Mia (Sue) do for sustainable living? (She recycles and saves electricity at home.) / What alternative does Sue have to choose to win this stage? (Letter B.)

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

HOMEWORK INSTRUCTIONS | The student is guided to do the **Homework** on **Wiz.me**. Continuing on **Wiz.me**, he/she is advised to listen to the lesson's audio on the **Listen Up!** card, to practice pronunciation on the **Speak Up!** card, and to prepare for the next lesson by watching the **Pinpoint** video, at home, on the **Video** card. Ask the student to complete the activity **Propose a Solution** in **Wiz Mock**.

TEACHER SUPPORT – 5'

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

DRILLING PRACTICE

1. Solar panels are being installed at a reasonable price. / sold / purchased
2. This initiative is not as sustainable as it seems. / ethical / ambitious
3. What are the benefits of this idea? / initiative / solar panel

DESCRIBE AND COMPARE | Give the student two minutes so he/she can describe and compare both pictures. Praise the student for his/her production.

GOING FURTHER | Discuss the following questions with the student:

1. What environmental conservation benefits do solar panels offer? (Possible answers: Solar panels offer a clean, sustainable, and renewable energy alternative that helps combat climate change and reduce the ecological impact of energy production.)
2. What are some challenging issues or limitations of solar energy? (Possible answers: It can include intermittency, energy storage, land use, environmental impact, etc.)
3. What measures are being taken by your local government to make your city greener? (Answers may vary.)
4. What empty spaces in your neighborhood could be used for urban farming? (Answers may vary.)

LET'S GET AROUND | Ask the student one of the comprehension questions about the video and then check if he/she has any questions regarding the podcast script production.

UNLOCK | Choose two of the following contents and ask the student to read some of the answers he/she wrote for this section: Give examples of good initiatives to make a city greener; / Give examples of ecological activities they like to get involved with; / Give examples of sustainable practices they have adopted. / What do you know about the greenhouse effect?

Should you have extra time

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

1. A new campaign is being launched to help the homeless. (victims of the flood)
2. Don't get involved with reckless people. (unreliable)
3. Are the effects of this pesticide still being studied? (treatment)
4. We have no choice but to save water. (invest in renewable energy)
5. This city is being considered a pioneer in reforestation. (natural resources conservation)

REVIEW – LIFE AROUND US

HOMEWORK REMINDER | The student is asked if he/she has done the cards from the previous lesson on **Wiz.me**.

PINPOINT | First, the student answers questions related to the **Pinpoint** theme, looks at the picture in his/her book, and says what comes to mind. After that, he/she answers questions based on the video. In order to confirm his/her answers, the student has to match the content from the boxes. **Answer key:**

1. What's the main topic of the video? (The increase in energy demand driven by factors such as rising temperatures and the growing need for cooling systems.)
2. What are some simple design strategies proposed in the video? (Adding green spaces, planning wider urban streets, and low buildings to increase wind flow.)
3. How does the cool roofing program implemented by countries like the United States and India work? (It involves applying solar reflective paint or using white tiles/membranes on building roofs. This reduces sunlight absorption, lowering temperatures in urban areas.)
4. How many people die annually because of heat waves? (12,000.)

CONVERSATION PRACTICE | The student listens to some questions and answers them out loud. In case the student is not reproducing the content out loud, call his/her attention to do so.

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

SELF-ASSESSMENT – STUDENT'S BOOK

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

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

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

LET'S GET AROUND | The student is guided to recap the situations by watching the three **Let's Get Around** videos in the **Video** cards in the **Output Lessons**. He/She should also review the notes written in the previous **Output Lessons**. Then he/she is instructed to record the podcast on the smartphone and present it to you and their colleagues at the end of the class. In case the student does not have a recording device, he/she is instructed to present a live podcast. The idea here is for you, the teacher, to guess which kind of podcast the student is presenting.

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

LET'S CHECK AND HOW AM I DOING? | The student is guided to do the **Let's Check!** and **How Am I doing?** cards on **Wiz.me**.

HOMEWORK INSTRUCTIONS | The student listens to the **Homework** instructions for the **Workbook** activities. He/She is also reminded to watch the three **Let's Get Around** videos again, do the **Let's Check!**, **How Am I Doing?**, and **Wiz.battle** cards to complete the activities related to the **Review Lesson**. He/She should also listen to the audio on the **Listen Up!** card. For **Lesson 199**, remind the student to access the **Getting Ready!** and **Video** cards to watch the **Language Functions** video.

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

TEACHER SUPPORT – 5'

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

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

1. **What is being done to preserve natural resources in your country? (Answers may vary.)**
2. **What still needs to be done to raise people's awareness of environmental issues? (Answers may vary.)**
3. **How can a degraded area be restored? (Answers may vary.)**
4. **What are the reasons for the rise in ecological disasters? (Answers may vary.)**
5. **How can empathy contribute to promoting understanding and collaboration in global initiatives? (Answers may vary.)**

SELF-ASSESSMENT – STUDENT'S BOOK | Make sure to check the answers the student marked before the Closing step. Take notes of relevant information to share with your coordinator. Check/contextualize/model any questions, or unclear and difficult content.

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

LET'S GET AROUND | Have the student present his/her podcast to you or to a classmate for you to guess what kind of podcast the student is presenting.

NOTE | Students should write a final podcast script containing up to 270 words, and the final audio recording should be no longer than 2 minutes.

LEARNING OBJECTIVE CHECKING | Check if the student marked the content he/she learned in this batch of lessons. If time allows, take this opportunity to reinforce what the student has learned by referring to the following LOs to ask the student for some examples:

- discuss possible ways teens can contribute to society
- express conditions and the possible consequences of them
- reflect on the necessary measures to protect the environment
- discuss actions to restore damaged areas
- analyze methods to increase the ecological friendliness of a city
- describe ongoing actions to make a city greener

HOMEWORK INSTRUCTIONS | Check if the student has any questions about the **Homework**. For **Lesson 199**, remind the student to access the **Getting Ready!** and **Video** cards to watch the **Language Functions** video.

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

INTERACTIVE TEACHER'S GUIDE

Should you have extra time

Ask the student to create a sentence using:

1. awareness
2. to care for
3. to put a strain on
4. to run out of
5. to get involved with

LESSON 199

LEARNING OBJECTIVES

- Can understand and give the advantages and disadvantages of various options on an issue.
- Can express views clearly and evaluate hypothetical proposals in informal discussions.
- Can talk about hypothetical events and actions and their possible consequences.
- Can write a concise summary of the main ideas of a longer structured text.

GRAMMAR

- Hypothetical results of a current action or situation using the Second Conditional.

SPREAD PAGE | The student explores the picture and says what he/she thinks he/she will learn about. He/She also listens to the Learning Objectives of this batch of lessons and follows them on **Wiz.tab**.

INTERPRETING THE PICTURE | The student answers the two questions from this section out loud: *What do you know about this young woman's job? (Answers may vary.) / Would you do this job if you had the chance? Why or why not? (Answers may vary)*

NOTE | Ask students if they have watched the **Language Functions** video on **Wiz.me**, at home, before coming to class. Encourage them to do so as preparation for each **Input Lesson**.

GETTING READY! REMINDER | The student is asked if he/she has prepared for the lesson by accessing the **Getting Ready!** and **Video** cards on **Wiz.me**. Then he/she has to answer two questions related to the theme of the lesson: *What are some pros of being an astronaut? (Possible answer: Explore space, discover new things, and have an adventurous life.) / Who are the crew members on a space mission? (Possible answer: Astronauts, scientists, engineers, and medical professionals.)*

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

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

INTERACTIVE TASK

Pronunciation Practice

The student reproduces the following words separately to reinforce pronunciation: **space shuttle / atmosphere / crew / aerospace / outer space**

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

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

INTERACTIVE TASK

Match

The student matches the sentences to the corresponding pictures. **Audio script:** *Would you like to fly in a space shuttle? / The universe and its mysteries are fascinating. / One con of flying is staying away from my family. / If I had enough money, I would explore the world.*

INTERACTIVE TASK

Maze

The student unscrambles the sentences by dragging the boxes vertically. **Audio script:** *If I could, I would take part in an outer space exploration mission. / A pro of being a pilot or a plane crew member includes having fascinating views. / If I had time, I would like to read more about the discovery of the galaxies. / If I took part in an exploration mission, I would want to make a lot of discoveries.*

LANGUAGE PRACTICE | The student listens to a sentence and says it out loud. Then he/she listens to a word and says the sentence again using the word given. Whenever there is a question, the student should reproduce and answer it out loud. In case the student is not reproducing the content out loud, call his/her attention to do so.

AUDIO RECAP | The student listens to the audio of **Verbs**, **New Words**, **Useful Phrases**, and **Language Functions** sections again and reproduces them out loud. In case the student is not reproducing the content out loud, call his/her attention to do so.

GET REAL | The student begins by listening, reproducing, and answering the questions from the **Getting the most out of the theme** box. After completing this, they should read the text in their book. Then, in his/her notebook, he/she writes what the text is about and shows it to you during the Teacher Support. As a wrap-up, he/she completes an interactive task with the words from

the **Take a Look!** box by dragging them to the correct picture.

DISCUSSION | The student listens, reproduces, and answers the questions one at a time. In case the student is not reproducing the content out loud, call his/her attention to do so.

LEARNING OBJECTIVE CHECKING | The student checks the content he/she learned in this lesson on the spread page.

HOMEWORK INSTRUCTIONS | The student listens to the **Homework** instructions for the **Workbook** and **Wiz.me**. He/She is instructed to do the **Speak Up!** and **What's More?** cards, to listen to the class's audio on the **Listen Up!** card, and to watch the **Language Functions** video on the **Video** card.

NOTE | If this is the student's first class in *Teens 8 3rd Edition*, remind him/her to do the **Zero Class** and the **Pre-diagnosis Test** on **Wiz.me**.

TEACHER SUPPORT – 5'

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

DRILLING PRACTICE

1. If I had Internet access, I could research that galaxy. / space shuttle / aerospace engineer
2. I wouldn't know about aerospace companies if my father didn't work for one. / sister / cousin
3. He wouldn't be part of the exploration crew if he weren't a scientist. / an astronaut / a researcher

GET REAL | Check the student's understanding of what the **Get Real** text is about and choose one of the questions from this section to discuss it with him/her:

1. How diverse are the career options in space? (It's very diverse, involving engineers, mathematicians, and physicists, as well as medical experts.)
2. What are the opportunities for people without a technical background? (There are many non-technical roles associated with space, from PR and communications to sales.)

DISCUSSION | Choose one of the questions from this section and discuss it with the student:

- a. How would you feel if you were invited to take part in a mission in outer space? (Answers may vary.)
- b. What parts of the universe would you like to explore if you had the chance? Why? (Answers may vary.)
- c. Do you think it's important to have exploration missions to other planets? Why or why not? (Answers may vary.)

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

allows, take this opportunity to reinforce what the student has learned by referring to the following LOs to ask the student for some examples:

- discuss careers and possibilities in the space industry
- discuss and reflect on the possible applications of AI

HOMEWORK INSTRUCTIONS | Check if the student has any questions about the **Homework**. Remind him/her to access the **Speak Up!** and **What's More?** cards, and complete the activities related to **Lesson 199**. The student should also listen to the audio on the **Listen Up!** card. Encourage him/her to access the **Video** card and watch the **Language Functions** video.

Should you have extra time

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

1. What planet would you visit if you had the chance? (study)
2. Would you study outer space if you could? (fly to)
3. I wouldn't know about aerospace companies if my father didn't work for one. (sister)
4. What are the pros and cons of exploring outer space? (other galaxies)
5. The exploration crew is flying in outer space. (around the universe)

LESSON 200

REITERATIVE LEARNING OBJECTIVES

- Can give the advantages and disadvantages of various options on an issue.
- Can express views clearly and evaluate hypothetical proposals in informal discussions.
- Can talk about hypothetical events and actions and their possible consequences.
- Can understand and give the advantages and disadvantages of different options during a discussion.

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

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

INTERACTIVE TASK

Content Review — Assessment

The student answers questions to review what he/she learned in the previous lesson: **Would you like**

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to take part in an exploration mission? / If we could, would you like to live in outer space? / If you had the opportunity, which country would you like to fly to?

TALK TO YOUR CLASSMATE | First, the student pays attention to the model and how the sentence changes depending on the symbol. Then he/she forms negative and interrogative sentences in his/her notebook based on the sentence given and reads them out loud.

DRILLING PRACTICE | The student does the drilling practice along with the audio material. In case the student is not reproducing the content out loud, call his/her attention to do so.

COMPLETE AND DISCUSS | After looking at the words in the box and saying them out loud, in his/her book, the student completes the questions.

FOCUS LISTENING | The student listens to the audio passage to get the gist of it. Then he/she is instructed to read letters *a-d* and listens to the audio one more time answering or taking notes in the space provided. After listening to the audio a third time to check his/her answers, the student fills in the gaps to correct the activity on the **Wiz.tab**. As a wrap-up, during the Teacher Support, he/she discusses some questions about the topic with you.

LET'S GET AROUND | To start, the student looks at the first picture of the section and says some words or ideas related to what he/she sees. He/She is instructed to watch the video on the **Video** card on **Wiz.me** and to answer the question on the quiz before the answer is revealed. The student watches the video a second time, so that in his/her notebook, he/she can take notes of important information to help him/her decide what his/her podcast will be about. To finish, he/she answers some comprehension questions about the video. **Audio script:** What avatars do they choose? (Clara and Little Wiz.) / What kind of podcast are they producing? (It's a (product) review.)

NOTE | Students should write a final podcast script containing up to 270 words, and the final audio recording should be no longer than 2 minutes. The podcast audio will only be recorded in the **Review Lesson**.

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

HOMEWORK INSTRUCTIONS | The student is guided to do the **Homework** on **Wiz.me**. Continuing on **Wiz.me**, he/she is advised to listen to the lesson's audio on the **Listen Up!** card, to practice the pronunciation on the **Speak Up!** card, and to prepare for the next lesson using the **Getting Ready!** and **Video** cards.

TEACHER SUPPORT – 5'

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

DRILLING PRACTICE

1. I wouldn't take part in a space mission even if I could. / had the money / had the chance
2. Where would you go if you could fly in a space shuttle? / an airplane / a private jet
3. If he could, he would like to explore outer space. / the universe / our galaxy

FOCUS LISTENING | Discuss one of the following questions with your student: *What career would you like to follow in the future? Does it have anything to do with something you love now? (Answers may vary.) / What advice would you give someone who faces criticism from people about their dreams? (Answers may vary.)*

LET'S GET AROUND | Ask the student one of the comprehension questions about the video and then check if he/she has any questions regarding the podcast script production.

UNLOCK | Choose two of the following contents and ask the student to read some of the answers he/she wrote for this section: *Give examples of places they can go to in a space shuttle; / Give examples of professionals that can follow a space career; / Give examples of careers they would follow in the space industry. / What skills does someone need to work on to research about the universe?*

Should you have extra time

Ask the student to reproduce the sentences and then change just one word in each:

1. It was the most fascinating discovery of all time.
2. I want to know the pros and cons of being on a space mission.
3. Would you fly to another planet if you had a space shuttle?
4. The astronauts took part in a fascinating mission.
5. Airplanes fly to different cities as they are fast and safe.

LESSON 201

LEARNING OBJECTIVES

- Can describe future plans and intentions in detail, giving degrees of probability.
- Can refer to certainty and probability using a variety of expressions.
- Can give brief reasons and explanations using simple language.
- Can understand the organization of and identify key information in a text or article.
- Can write a concise summary of the main ideas of a longer structured text.

GRAMMAR

- Certainty and probability with *certain*, *likely*, *unlikely*, and *due* to with verb phrases.

ASSESSMENT | The student is asked questions to review the content of the previous lessons. **Audio script:** Can you name a famous galaxy in our universe? (Possible answer: A famous galaxy in our universe is the Milky Way) / Who are the members of a space mission crew? (Possible answer: Astronauts, doctors, scientists, mathematicians, etc.) / How do astronauts travel to outer space? (Possible answer: In space shuttles, rockets, etc.)

INTERPRETING THE PICTURE | The student answers the two questions from this section out loud: What idea is depicted in the picture? (Possible answers: The use of AI, the interaction between humans and AI. / How do you see AI's role in learning? (Answers may vary.)

GETTING READY! REMINDER | The student is asked if he/she has prepared for the lesson by accessing the **Getting Ready!** and **Video** cards on **Wiz.me**. Then he/she has to answer two questions: How is information spread on social media nowadays? (Possible answer: Information is spread on social media through posts, articles, and multimedia content.) / How often do your devices go through maintenance? (Answers may vary.) / How can we be recognized for our efforts? (Possible answer: By continuing to work hard and showing our skills.)

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

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

INTERACTIVE TASK**Pronunciation Practice**

The student reproduces the following words separately to reinforce pronunciation: **progress** /

breakthrough / maintenance / futuristic / innovative

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

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

INTERACTIVE TASK**Match**

The student matches the sentences to the corresponding pictures. **Audio script:** Facial recognition used to be revolutionary. / The Internet was considered a breakthrough. / Advances in AI have the potential to save lives. / This phone looks futuristic, so it stands out.

INTERACTIVE TASK**Maze**

The student unscrambles the sentences by dragging the boxes vertically. **Audio script:** As a result of your innovative project, our company stands out from the others. / It's likely that this revolutionary machine will change the way we work. / A new boom in technology is due to happen soon, according to specialists. / It's certain that AI will make its way into every single aspect of our lives.

LANGUAGE PRACTICE | The student listens to a sentence and says it out loud. Then he/she listens to a word and says the sentence again using the word given. Whenever there is a question, the student should reproduce and answer it out loud. In case the student is not reproducing the content out loud, call his/her attention to do so.

AUDIO RECAP | The student listens to the audio of **Verbs**, **New Words**, **Useful Phrases**, and **Language Functions** sections again and reproduces them out loud. In case the student is not reproducing the content out loud, call his/her attention to do so.

GET REAL | The student begins by listening, reproducing, and answering the questions from the **Getting the most out of the theme** box. After completing this, they should read the text in their book. Then, in his/her notebook, he/she writes what the text is about and shows it to you during the Teacher Support. As a wrap-up, he/she completes an interactive task with the words from the **Take a Look!** box by dragging them to the correct picture.

DISCUSSION | The student listens, reproduces, and answers the questions one at a time. In case the student is not reproducing the content out loud, call his/her attention to do so.

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LEARNING OBJECTIVE CHECKING | The student checks the content he/she learned in this lesson on the spread page.

HOMEWORK INSTRUCTIONS | The student listens to the **Homework** instructions for the **Workbook** and **Wiz.me**. He/She is instructed to do the **Speak Up!** and **What's More?** cards, to listen to the class's audio on the **Listen Up!** card, and to watch the **Language Functions** video on the **Video** card.

TEACHER SUPPORT – 5'

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

DRILLING PRACTICE

1. It's unlikely that this software needs maintenance. / building / changing room
2. It's likely that the news of the earthquake will spread worldwide. / fast / soon
3. A breakthrough in this area is due to happen soon. / discovery / innovation

GET REAL | Check the student's understanding of what the **Get Real** text is about and choose one of the questions from this section to discuss it with him/her:

1. In what areas do they anticipate a boom as a result of implementing futuristic artificial intelligence? (They expect a boom in helping player performance statistics, opposition analysis, and injury prevention.)
2. How will the advances using AI help coaches? (They will help to analyze matches in a more detailed way, providing coaches with enhanced information on players' moves and game strategies.)

DISCUSSION | Choose one of the questions from this section and discuss it with the student:

- a. How do you see the boom in technology use in sports? (Answers may vary.)
- b. What are the potential implications of using AI in sports? (Answers may vary.)
- c. In your opinion, are revolutionary technologies likely to replace coaches in sports? Why or why not? (Answers may vary.)

LEARNING OBJECTIVE CHECKING | Check if the student marked the content he/she learned in this lesson. If time allows, take this opportunity to reinforce what the student has learned by referring to the following LOs to ask the student for some examples:

- describe unreal or hypothetical situations
- talk about the certainty or probability of something happening

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

her to access the **Speak Up!** and **What's More?** cards, and complete the activities related to **Lesson 201**. The student should also listen to the audio on the **Listen Up!** card. Encourage him/her to access the **Video** card and watch the **Language Functions** video.

Should you have extra time

Ask the student to reproduce and answer the questions out loud.

1. What progress have you seen in your studies lately?
2. What's likely to happen soon in your life?
3. What kind of futuristic technology would you like to have in your life?
4. Which app do you think should stand out for being innovative?
5. Which new product has caused a boom in social media lately?

LESSON 202

REITERATIVE LEARNING OBJECTIVES

- Can describe future plans and intentions in detail, giving degrees of probability.
- Can refer to certainty and probability using a variety of expressions.
- Can give brief reasons and explanations using simple language.
- Can understand the organization of and identify key information in a text or article.

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

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

INTERACTIVE TASK

Content Review — Assessment

The student answers questions to review what he/she learned in the previous lesson: **Say something good that happened as a result of your effort and dedication.** / **When making a presentation, what do you think makes people stand out from the others?** / **Do you think that AI has the potential to substitute teachers at school?**

ASK YOUR FRIEND IF | The student is instructed to look and listen to the example. Then he/she makes the questions based on the content given. He/She should ask the questions to you or a classmate during the Teacher Support.

DRILLING PRACTICE | The student does the drilling practice along with the audio material. In case the student is not reproducing the content out loud, call his/her attention to do so.

SAY IT RIGHT! | The student pays attention to the example, listens to the other sentences, and reads them out loud, paying attention to the words in bold. For further practice, the student has to say only the words in bold out loud. During the Teacher Support, the student will be given two sentences, and he/she has to read them out loud to you.

REORDER THE PARAGRAPHS | After saying what he/she thinks the text is about, the student reads the text and marks its correct order. He/She is given the answer key to the exercise and then is asked to practice reading the text, now in the correct order, out loud. As a wrap-up, the student answers some questions about the topic.

LET'S GET AROUND | To start, the student looks at the second picture of the section and says some words or ideas related to what he/she sees. He/She is instructed to watch the video on the **Video** card on **Wiz.me** and to answer the question on the quiz before the answer is revealed. The student watches the video a second time, so that in his/her notebook, he/she can take notes of important information to help him/her start writing his/her podcast script. To finish, he/she answers some comprehension questions about the video. **Audio script:** Besides cleaning, what would Tony like the cleaning companion to do? (Tony would like the cleaning companion to play some music.) / What answer allowed Mia to go to the third phase? (Letter b, about product performance.)

NOTE | Students should write a final podcast script containing up to 270 words, and the final audio recording should be no longer than 2 minutes. The podcast audio will only be recorded in the **Review Lesson**.

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

HOMEWORK INSTRUCTIONS | The student is guided to do the **Homework** on **Wiz.me**. Continuing on **Wiz.me**, he/she is advised to listen to the lesson's audio on the **Listen Up!** card, to practice the pronunciation on the **Speak Up!** card, and to prepare for the next lesson using the **Getting Ready!** and **Video** cards.

TEACHER SUPPORT – 5'

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

DRILLING PRACTICE

1. Why is it unlikely to happen? / stand out / succeed
2. The presentation about the rise of AI is not due to start until noon. / finish soon / last more than an hour
3. What are the latest advances in technology? / infrastructure / robotics

ASK YOUR FRIEND IF | Check if the questions the student created are correct and then answer them or have your student interact with a classmate.

SAY IT RIGHT! | Ask the student to read the following sentences. Be attentive to his/her pronunciation of the words in bold and underlined.

- c. The teacher has **encouraged** and **inspired** his students to increase their knowledge.
- d. The technician has just **called** and **informed** the price of an innovative device.

NOTE | For this activity, students will practice the pronunciation of past forms of verbs that end in **-ed**, this time focusing on the /d/ sound ending, identifying and recognizing the voiced sound of **-ed**. You may show them other examples if time allows.

- a. evolved / allowed
- b. used / achieved
- c. encouraged / inspired
- d. called / informed
- e. warned / controlled
- f. returned / claimed

REORDER THE PARAGRAPHS | Ask the student one of the questions. **In your opinion, what impact could the combination of AI and humans have on everyday life?** (Answers may vary.) / **What is the vision for the future regarding integrating artificial intelligence with human progress?** (Possible answer: The integration of artificial intelligence will become an inseparable part of human progress, producing a path toward innovation and cooperation.)

LET'S GET AROUND | Ask the student one of the comprehension questions about the video and then check if he/she has any questions regarding the podcast script production.

UNLOCK | Choose two of the following contents and ask the student to read some of the answers he/she wrote for this section: **Give examples of technological booms;** / **Give examples of recent medical breakthroughs;** / **Give examples of innovative products that they particularly enjoy.** / **What is the most advantageous feature of AI, in your opinion?**

Should you have extra time

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

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1. It's unlikely that I will attend the class tomorrow.
2. Technology has already made its way to transform our lives.
3. My ideas are often considered revolutionary.
4. As a result of my assignment, I'll advance further.
5. My father claimed to be a talented player.

LESSON 203

LEARNING OBJECTIVES

- Can describe objects and products in detail, including their characteristics and special features.
- Can deduce the general meaning of a passage from context in a longer, structured text.
- Can make a detailed description of an object, device, or product.
- Can report orders, requests, and advice with infinitive clauses.
- Can use arguments to defend a point of view.
- Can write a concise summary of the main ideas of a longer structured text

GRAMMAR

- Reported speech with modals *should* and *would*.

ASSESSMENT | The student is asked questions to review the content of the previous lessons. **Audio script:** What company stands out in technology today? (Possible answers: Apple, Google, Microsoft, Amazon, and Tesla.) / Who is a person known for their revolutionary ideas? (Possible answers: Henry Ford, Elon Musk, Steve Jobs, Nikola Tesla, etc.) / What career are you unlikely to follow? (Answers may vary.)

INTERPRETING THE PICTURE | The student answers the two questions from this section out loud: What is this girl holding? (A robot floor cleaner.) / What use of technology is the picture focusing on? (Possible answer: Using bots at home.)

GETTING READY! REMINDER | The student is asked if he/she has prepared for the lesson by accessing the **Getting Ready!** and **Video** cards on **Wiz.me**. Then he/she has to answer two questions related to the theme of the lesson: What's the most user-friendly gadget you have? (Answers may vary.) / What do you do with your worn-out stuff? (Answers may vary.)

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

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

INTERACTIVE TASK

Pronunciation Practice

The student reproduces the following words separately to reinforce pronunciation: **robot vacuum cleaner / chore / automatic / autonomous / effectively**

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

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

INTERACTIVE TASK

Match

The student matches the sentences to the corresponding pictures. **Audio script:** Now I take forever to do a simple manual chore. / This device is portable and hands-free. / AI provided us with time-saving solutions. / Despite being worn out, it's performing well.

INTERACTIVE TASK

Maze

The student unscrambles the sentences by dragging the boxes vertically. **Audio script:** Grandma said that her robot vacuum cleaner isn't user-friendly. / They told me that they provided their sensors to different companies. / I liked the product as it effectively performed as advertised. It's time-saving!!! / This autonomous device is hands-free, user-friendly, and does five different chores.

LANGUAGE PRACTICE | The student listens to a sentence and says it out loud. Then he/she listens to a word and says the sentence again using the word given. Whenever there is a question, the student should reproduce and answer it out loud. In case the student is not reproducing the content out loud, call his/her attention to do so.

AUDIO RECAP | The student listens to the audio of **Verbs**, **New Words**, **Useful Phrases**, and **Language Functions** sections again and reproduces them out loud. In case the student is not reproducing the content out loud, call his/her attention to do so.

GET REAL | The student begins by listening, reproducing, and answering the questions from the **Getting the most out of the theme** box. After completing this, they should read the text in their book. Then, in his/her notebook, he/she writes what the text is about and shows it to you during the Teacher Support. As a wrap-up, he/she

completes an interactive task with the words from the **Take a Look!** box by dragging them to the correct picture.

DISCUSSION | The student listens, reproduces, and answers the questions one at a time. In case the student is not reproducing the content out loud, call his/her attention to do so.

LEARNING OBJECTIVE CHECKING | The student checks the content he/she learned in this lesson on the spread page.

HOMEWORK INSTRUCTIONS | The student listens to the **Homework** instructions for the **Workbook** and **Wiz.me**. He/She is instructed to do the **Speak Up!** and **What's More?** cards, to listen to the class's audio on the **Listen Up!** card, and to watch the **Language Functions** video on the **Video** card.

TEACHER SUPPORT – 5'

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

DRILLING PRACTICE

1. My father told me he would provide me with what I needed. / asked him for / wanted
2. She said she shouldn't wear that dress because it was worn out. / old-fashioned / too casual
3. She asked me if I would keep using a manual vacuum cleaner. / wireless / robot

GET REAL | Check the student's understanding of what the **Get Real** text is about and choose one of the questions from this section to discuss it with him/her:

1. What is Dyson planning to develop by 2030? (Dyson is planning to manufacture robots capable of performing household chores by 2030.)
2. According to the text, what seems to be difficult for robots even today? (They still struggle with simple movements like picking up delicate objects and dealing with unfamiliar obstacles.)

DISCUSSION | Choose one of the questions from this section and discuss it with the student:

- a. If you could develop a robot, what chores would you like it to perform and why? (Answers may vary.)
- b. How would you spend your time while this automatic device took care of your chores? (Answers may vary.)
- c. Besides being time-saving, what are the other benefits of hands-free devices? (Answers may vary.)

LEARNING OBJECTIVE CHECKING | Check if the student marked the content he/she learned in this lesson. If time allows, take this opportunity to reinforce what the student has learned by referring to the following LOs to ask the student for some examples:

- describe a few tech appliances and their special features
- report what someone says about household chores

HOMEWORK INSTRUCTIONS | Check if the student has any questions about the **Homework**. Remind him/her to access the **Speak Up!** and **What's More?** cards, and complete the activities related to **Lesson 203**. The student should also listen to the audio on the **Listen Up!** card. Encourage him/her to access the **Video** card and watch the **Language Functions** video.

Should you have extra time

Read the sentences and ask the student to reproduce and then change them with the new words given.

1. She asked me if I would keep using a manual vacuum cleaner. / wireless
2. The engineer said that it would be a breakthrough. / futuristic device
3. The technician informed us that the two sensors should be changed. / told
4. They told me they would be more optimistic. / autonomous
5. He said he shouldn't wear that suit because it was too formal. / casual

LESSON 204

REITERATIVE LEARNING OBJECTIVES

- Can describe objects and products in detail, including their characteristics and special features.
- Can make a detailed description of an object, device, or product.
- Can report orders, requests, and advice with infinitive clauses.
- Can use arguments to defend a point of view.

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

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

INTERACTIVE TASK

Content Review — Assessment

The student answers questions to review what he/she learned in the previous lesson: **What chores do you think you take forever to finish?** / **Do you think that robot vacuum cleaners can effectively clean the**

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house? / What objects do you have that are worn out?

ASK AND ANSWER | After saying what comes to mind when the student sees the picture, he/she is instructed to listen, reproduce, and pay attention to the model. He/She completes the exercise orally and writes the answers in his/her book. To correct the activity, he/she matches the questions and answers. **Answer key:** What did she say? (She said (that) she would complete the chores effectively.) / What did the saleswoman say? (She said (that) I should clean the robot vacuum cleaner daily.) / What did they promise that they would do? (They promised (that) they would provide automatic devices.) / What did she tell him about the gadget? (She told him (that) the gadget would become worn out soon.) / What did she tell him about the hands-free cleaning robot? (She told him (that) it could be time-saving.)

DRILLING PRACTICE | The student does the drilling practice along with the audio material. In case the student is not reproducing the content out loud, call his/her attention to do so.

DISCUSSION | The speaking part of this exercise will be done during the Teacher Support, but the student gets ready with the **Wiz.tab** first. The student begins by saying what he/she infers from the pictures. Then he/she listens to the situations, chooses one of them, and is given two minutes to prepare his/her notes. He/She should take notes either to answer the question or to take one side of the discussion. After that, the student is instructed to read the **Useful Language** box out loud and to make sure he/she actually uses this content during the speaking practice.

GOING FURTHER | The student listens to the questions and to the content of the **Useful Language** box and then reads them out loud. He/She is instructed to discuss the questions during the Teacher Support with you or a classmate.

LET'S GET AROUND | To start, the student looks at the third picture of the section and says some words or ideas related to what he/she sees. He/She is instructed to watch the video on the **Video** card on **Wiz.me** and to answer the question on the quiz before the answer is revealed. The student watches the video a second time, so that in his/her notebook, he/she can take notes of important information to help him/her finish writing and reviewing his/her podcast script. To finish, he/she answers some comprehension questions about the video. **Audio script:** What does Mia (or Clara) expect to hear in this part of the game? (She wanted to know more about the product's performance.) / Did the speaker make a good review about the product? (Yes, he did. He recommended the product.)

NOTE | Students should write a final podcast script containing up to 270 words, and the final audio recording should be no longer than 2 minutes. The podcast audio will only be recorded in the **Review Lesson**.

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

HOMEWORK INSTRUCTIONS | The student is guided to do the **Homework** on **Wiz.me**. Continuing on **Wiz.me**, he/she is advised to listen to the lesson's audio on the **Listen Up!** card, to practice pronunciation on the **Speak Up!** card, and to prepare for the next lesson by watching the **Pinpoint** video, at home, on the **Video** card. Ask the student to complete the activity **Propose a Solution** in **Wiz Mock**.

TEACHER SUPPORT – 5'

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

DRILLING PRACTICE

1. She said she wouldn't use manual devices anymore. / portable / automatic
2. Hands-free cleaning provides you with more free time. / A robot vacuum cleaner / This automatic device
3. Despite being user-friendly, this gadget is not efficient. / machine / robot

DISCUSSION | Ask the student which situation he/she chose and give him/her three minutes for the speaking task. He/She should either answer the question or take sides. He/She is expected to give reasons and examples and use the **Useful Language** content. At the end, praise the dedication and effort put into this challenging task.

GOING FURTHER | Discuss one of the following questions with the student:

1. How could a robot assist with your homework without doing everything for you? (Answers may vary.)
2. In your opinion, will robots make people less intelligent and lazier in the future? Justify your answer. (Answers may vary.)
3. What chores do you think robots can't take over from humans? (Answers may vary.)
4. What chores do you like doing yourself and would not let a robot do for you? (Answers may vary.)

LET'S GET AROUND | Ask the student one of the comprehension questions about the video and then check if he/she has any questions regarding the podcast script production.

UNLOCK | Choose two of the following contents and ask the student to read some of the answers he/she wrote for this section: **Give examples of automatic devices;** / **Give**

examples of time-saving devices or machines; / Give examples of worn-out things that they have at home; / What is the most advantageous feature of AI, in your opinion?

Should you have extra time

Ask the student to reproduce and complete the following sentences:

1. Despite being user-friendly, this gadget is not ...
2. If you don't help me, I will take forever to ...
3. Did he perform the ...
4. This gadget is neither time-saving nor ...
5. This robot vacuum cleaner provides a ...

REVIEW – SCIENCE AND TECH REVOLUTION

HOMEWORK REMINDER | The student is asked if he/she has done the cards from the previous lesson on **Wiz.me**.

PINPOINT | First, the student answers questions related to the **Pinpoint** theme, looks at the picture in his/her book, and says what comes to mind. After that, he/she answers questions based on the video. To confirm his/her answers, the student has to match the content from the boxes. **Answer key:**

1. What's the main topic of the video? (Scientific investigations that resulted in new ideas.)
2. What accidental discoveries are mentioned in the video? (Microwave oven and artificial sweetener.)
3. What was the microwave like when it was created? (It was very large and heavy. It was very expensive, too.)
4. How was artificial sweetener created? (In 1879, Constantin Fahlberg was working in the lab at Johns Hopkins University. One day, he decided to eat lunch, but he hadn't washed his hands. There were some residues of chemicals on them, which made the sandwich taste sweet.)

CONVERSATION PRACTICE | The student listens to some questions and answers them out loud. In case the student is not reproducing the content out loud, call his/her attention to do so.

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

SELF-ASSESSMENT – STUDENT'S BOOK

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

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

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

LET'S GET AROUND | The student is guided to recap the situations by watching the three **Let's Get Around** videos in the **Video** cards in the **Output Lessons**. He/She should also review the notes written in the previous **Output Lessons**. Then he/she is instructed to record the podcast on the smartphone and present it to you and their colleagues at the end of the class. In case the student does not have a recording device, he/she is instructed to present a live podcast. The idea here is for you, the teacher, to guess which kind of podcast the student is presenting.

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

LET'S CHECK AND HOW AM I DOING? | The student is guided to do the **Let's Check!** and **How Am I doing?** cards on **Wiz.me**.

HOMEWORK INSTRUCTIONS | The student listens to the **Homework** instructions for the **Workbook** activities. He/She is also reminded to watch the three **Let's Get Around** videos again, do the **Let's Check!, How Am I Doing?, and Wiz.battle** cards to complete the activities related to the **Review Lesson**. He/She should also listen to the audio on the **Listen Up!** card. For **Lesson 205**, remind the student to access the **Getting Ready!** and **Video** cards to watch the **Language Functions** video.

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

TEACHER SUPPORT – 5'

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

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

1. What are the pros of using automatic devices to clean our houses? (Answers may vary.)
2. What was the last thing someone said you should do? (Answers may vary.)
3. What will likely happen to your grades as a result of studying hard? (Answers may vary.)
4. What do you find fascinating about the universe? (Answers may vary.)
5. Why are advances in AI unlikely to stop? (Answers may vary.)
6. Can we consider a cell phone a user-friendly device? Why or why not? (Answers may vary.)

INTERACTIVE TEACHER'S GUIDE

SELF-ASSESSMENT – STUDENT'S BOOK | Make sure to check the answers the student marked before the **Closing** step. Take notes of relevant information to share with your coordinator. Check/contextualize/model any questions, or unclear and difficult content.

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

LET'S GET AROUND | Have the student present his/her podcast to you or to a classmate for you to guess what kind of podcast the student is presenting.

NOTE | Students should write a final podcast script containing up to 270 words, and the final audio recording should be no longer than 2 minutes.

LEARNING OBJECTIVE CHECKING | Check if the student marked the content he/she learned in this batch of lessons. If time allows, take this opportunity to reinforce what the student has learned by referring to the following LOs to ask the student for some examples:

- discuss careers and possibilities in the space industry
- discuss and reflect on the possible applications of AI
- describe unreal or hypothetical situations
- talk about the certainty or probability of something happening
- describe a few tech appliances and their special features
- report what someone says about household chores

HOMEWORK INSTRUCTIONS | Check if the student has any questions about the **Homework**. For **Lesson 205**, remind the student to access the **Getting Ready!** and **Video** cards to watch the **Language Functions** video.

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

Should you have extra time

Ask students to give examples of:

1. discoveries that changed the world
2. progress they see in their English learning journey
3. something innovative or revolutionary they watched/read about
4. most common hands-free devices
5. portable items that facilitate our daily lives

LESSON 205

LEARNING OBJECTIVES

- Can exchange information on a wide range of topics with some confidence.
- Can express beliefs and opinions politely.
- Can express an inference or assumption about a person.
- Can extract specific details from audio content about sports.
- Can understand details and the main points in a text.
- Can write a concise summary of the main ideas of a longer structured text.

GRAMMAR

- seem and appear with verbs in the infinitive form.

SPREAD PAGE | The student explores the picture and says what he/she thinks he/she will learn about. He/She also listens to the Learning Objectives of this batch of lessons and follows them on **Wiz.tab**.

INTERPRETING THE PICTURE | The student answers the two questions from this section out loud: **What sport does the boy seem to be ready to do?** (Snowboarding.) / **Why is it necessary to wear specific clothes to practice sports?** (Possible answer: Because some sports can be risky and need special protection/equipment.)

NOTE | Ask students if they have watched the **Language Functions** video on **Wiz.me**, at home, before coming to class. Encourage them to do so as preparation for each **Input Lesson**.

GETTING READY! REMINDER | The student is asked if he/she has prepared for the lesson by accessing the **Getting Ready!** and **Video** cards on **Wiz.me**. Then he/she has to answer two questions related to the theme of the lesson: **What do you think about extreme sports such as parachuting?** (Answers may vary.) / **What was the last thing you chickened out of?** (Answers may vary.)

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

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

INTERACTIVE TASK

Pronunciation Practice

The student reproduces the following words separately to reinforce pronunciation: **snowboarding** / **free climbing** / **big wave surfing** / **injury** / **surprisingly**

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

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

INTERACTIVE TASK

Match

The student matches the sentences to the corresponding pictures. **Audio script:** Big wave surfing seems to attract his interest. / I took the risk of going caving, and I loved it! / She doesn't seem to have any injuries. / Free climbing helped me overcome many traumas.

INTERACTIVE TASK

Maze

The student unscrambles the sentences by dragging the boxes vertically. **Audio script:** Many things can go wrong, but I like your attitude. You seem fearless and confident. / In spite of the dangers, parachuting seems to be the sport I'm most attracted to. / I thought he was going to chicken out, but surprisingly, he overcame his fears. / If we don't take the risk, we'll never know if we like big wave surfing or not.

LANGUAGE PRACTICE | The student listens to a sentence and says it out loud. Then he/she listens to a word and says the sentence again using the word given. Whenever there is a question, the student should reproduce and answer it out loud. In case the student is not reproducing the content out loud, call his/her attention to do so.

AUDIO RECAP | The student listens to the audio of **Verbs**, **New Words**, **Useful Phrases**, and **Language Functions** sections again and reproduces them out loud. In case the student is not reproducing the content out loud, call his/her attention to do so.

GET REAL | The student begins by listening, reproducing, and answering the questions from the **Getting the most out of the theme** box. After completing this, they should read the text in their book. Then, in his/her notebook, he/she writes what the text is about and shows it to you during the Teacher Support. As a wrap-up, he/she completes an interactive task with the words from the **Take a Look!** box by dragging them to the correct picture.

DISCUSSION | The student listens, reproduces, and answers the questions one at a time. In case the student is not reproducing the content out loud, call his/her attention to do so.

LEARNING OBJECTIVE CHECKING | The student checks the content he/she learned in this lesson on the spread page.

HOMEWORK INSTRUCTIONS | The student listens to the **Homework** instructions for the **Workbook** and **Wiz.me**. He/She is instructed to do the **Speak Up!** and **What's More?** cards, to listen to the class's audio on the **Listen Up!** card, and to watch the **Language Functions** video on the **Video** card.

NOTE | If this is the student's first class in *Teens 8 3rd Edition*, remind him/her to do the **Zero Class** and the **Pre-diagnosis Test** on **Wiz.me**.

TEACHER SUPPORT – 5'

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

DRILLING PRACTICE

1. He seems to overcome his insecurities every time he takes a risk. / something goes wrong / practices sports
2. They appear to be surprisingly courageous. / responsible / fearless
3. Free climbing appears to be dangerous. / exciting / scary

GET REAL | Check the student's understanding of what the **Get Real** text is about and choose one of the questions from this section to discuss it with him/her:

1. Why is it hard to identify what causes injuries across sports? (Because not everyone who practices sports reports how they got hurt.)
2. What sports offer more risks than tennis, badminton, and athletics? (Snow sports, American football, and skydiving.)

DISCUSSION | Choose one of the questions from this section and discuss it with the student:

- a. In your opinion, why are extreme sports such as parachuting becoming more popular? (Answers may vary.)
- b. What could go wrong with a free climbing experience? (Answers may vary.)
- c. Would you take the risk of trying extreme sports? Why or why not? (Answers may vary.)

LEARNING OBJECTIVE CHECKING | Check if the student marked the content he/she learned in this lesson. If time allows, take this opportunity to reinforce what the student has learned by referring to the following LOs to ask the student for some examples:

- discuss the benefits and dangers of extreme sports
- express your impressions or perceptions of something

HOMEWORK INSTRUCTIONS | Check if the student has any questions about the **Homework**. Remind him/her to access the **Speak Up!** and **What's More?** cards, and complete the activities related to **Lesson 205**. The

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student should also listen to the audio on the **Listen Up!** card. Encourage him/her to access the **Video** card and watch the **Language Functions** video.

Should you have extra time

Ask the student to reproduce and answer the questions out loud.

1. What do you usually do when something goes wrong?
2. What extreme sports do you feel attracted to?
3. What dangers does parachuting involve?
4. What dangers does caving involve?
5. Does your math teacher appear to be brave?

LESSON 206

REITERATIVE LEARNING OBJECTIVES

- Can exchange information on a wide range of topics with some confidence.
- Can express beliefs and opinions politely.
- Can express an inference or assumption about a person.
- Can extract specific details from audio content about sports.

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

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

INTERACTIVE TASK

Content Review — Assessment

The student answers questions to review what he/she learned in the previous lesson: *Are you a person who likes taking risks? Why or why not? / Why is it important to overcome fears and insecurities? / What do you do if things go wrong?*

FLUENCY PRACTICE | The student pays attention to the model and observes what changes from one sentence to another. Then he/she changes the sentences according to the model. To correct the student's production, he/she drags the boxes to the corresponding content. **Answer key:** a. He appears to chicken out every time he goes parachuting. / b. They seem to only/only to think about the risks they may take. / c. Caving appears to attract extreme sports lovers all over the world. / d. It doesn't appear to be a serious injury. / e. We seem to overcome our fears whenever we go big wave surfing.

DRILLING PRACTICE | The student does the drilling practice along with the audio material. In case the student is not reproducing the content out loud, call his/her attention to do so.

SAY WHAT YOU THINK | The student reads the sentences and reproduces them out loud. Then, in his/her notebook, he/she writes his/her opinions about each sentence to show it to you during the Teacher Support. He/She is also guided to use the content in the **Useful Language** box.

LISTEN, CHOOSE, AND DISCUSS | The student is guided to complete the first passage by reading the sentence, question, and options. Then he/she listens to the audio to understand the general idea of it and listens to it a second time to choose the answer that corresponds to what he/she hears. The student follows the same procedure for the second passage. The **Wiz.tab** explains that further discussion about the content will be held during the Teacher Support.

LET'S GET AROUND | To start, the student looks at the first picture of the section and says some words or ideas related to what he/she sees. He/She is instructed to watch the video on the **Video** card on **Wiz.me** and to answer the question on the quiz before the answer is revealed. The student watches the video a second time, so that in his/her notebook, he/she can take notes of important information to help him/her decide what his/her podcast will be about. To finish, he/she answers some comprehension questions about the video.

Audio script: *What characters are the avatars in the video? (Bobby and Liz.) / What kind of podcast are they producing? (It's an interview on health and well-being.)*

NOTE | Students should write a final podcast script containing up to 270 words, and the final audio recording should be no longer than 2 minutes. The podcast audio will only be recorded in the **Review Lesson**.

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

HOMEWORK INSTRUCTIONS | The student is guided to do the **Homework** on **Wiz.me**. Continuing on **Wiz.me**, he/she is advised to listen to the lesson's audio on the **Listen Up!** card, to practice the pronunciation on the **Speak Up!** card, and to prepare for the next lesson using the **Getting Ready!** and **Video** cards.

TEACHER SUPPORT – 5'

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

DRILLING PRACTICE

1. They don't seem to overcome their problems easily. / fears / stress
2. Why does big-wave surfing seem to attract them? / free climbing / snowboarding
3. Taking a risk doesn't appear to be something he enjoys. / does / cares about

SAY WHAT YOU THINK | Check the student's sentences giving his/her opinion about each sentence of the exercise.

LISTEN, CHOOSE, AND DISCUSS | Read one of the following questions and discuss it with the student:

1. What can Jo's experience add to one's knowledge about parachuting? (Things can go wrong, but it is not as dangerous as it seems.)
2. Why do teenagers need permission to go caving? (Because it is a dangerous sport that requires equipment and guidance.)

LET'S GET AROUND | Ask the student one of the comprehension questions about the video and then check if he/she has any questions regarding the podcast script production.

UNLOCK | Choose two of the following contents and ask the student to read some of the answers he/she wrote for this section: Give examples of extreme sports; / Give examples of things you can overcome; / Give examples of things you chicken out of. / What extreme sport would you never try? Why?

Should you have extra time

Ask the student to reproduce the sentences and then change just one word in each:

1. It doesn't appear that they need permission to go caving.
2. It doesn't seem to be a serious injury.
3. Parachuting seems to attract fearless people.
4. He seems to be scared after his snowboarding injury.
5. Does she appear to be fearless?

LESSON 207**LEARNING OBJECTIVES**

- Can briefly give reasons and explanations for intentions, plans, or goals.
- Can understand simple spoken expressions used to talk about a game or sport.
- Can understand the author's purpose and intended audience of a text.
- Can write a concise summary of the main ideas of a longer structured text.

GRAMMAR

- *meant, planned, intended + to + infinitive* for past plans and intentions.

ASSESSMENT | The student is asked questions to review the content of the previous lessons. **Audio script:** When do you feel fearless? (Answers may vary.) / What are the potential dangers of extreme sports? (Possible answers: Injuries, impacts, etc.) / What sport, in your opinion, should anyone have permission to try and why? (Answers may vary.)

INTERPRETING THE PICTURE | The student answers the two questions from this section out loud: The athlete is holding a gold medal. How do you think she prepared to achieve this accomplishment? (Possible answer: She probably trained very hard.) / How is she probably feeling? (Possible answers: Proud, relieved, thankful, excited, etc.)

NOTE | Ask students if they have watched the **Language Functions** video on **Wiz.me**, at home, before coming to class. Encourage them to do so as preparation for each **Input Lesson**.

GETTING READY! REMINDER | The student is asked if he/she has prepared for the lesson by accessing the **Getting Ready!** and **Video** cards on **Wiz.me**. Then he/she has to answer two questions related to the theme of the lesson: What do you have a commitment to? (Answers may vary.) / What do you do after a tough day at school? (Answers may vary.)

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

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

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INTERACTIVE TASK

Pronunciation Practice

The student reproduces the following words separately to reinforce pronunciation: commitment / opponent / outcome / passionate / tough

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

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

INTERACTIVE TASK

Match

The student matches the sentences to the corresponding pictures. **Audio script:** We made a commitment of giving our best. / He doesn't stand a chance against her! / I've never competed with such a passionate player. / In life, you have to be tough and persistent.

INTERACTIVE TASK

Maze

The student unscrambles the sentences by dragging the boxes vertically. **Audio script:** I planned to take part in the competition, and I knew I was up against the best. / Even though he was defeated, he kept his commitment to achieve a different outcome. / I didn't intend to win a medal. I just gave it my best shot and that's the outcome. / You're going to realize the importance of being persistent and tough later in life.

LANGUAGE PRACTICE | The student listens to a sentence and says it out loud. Then he/she listens to a word and says the sentence again using the word given. Whenever there is a question, the student should reproduce and answer it out loud. In case the student is not reproducing the content out loud, call his/her attention to do so.

AUDIO RECAP | The student listens to the audio of **Verbs**, **New Words**, **Useful Phrases**, and **Language Functions** sections again and reproduces them out loud. In case the student is not reproducing the content out loud, call his/her attention to do so.

GET REAL | The student begins by listening, reproducing, and answering the questions from the **Getting the most out of the theme** box. After completing this, they should read the text in their book. Then, in his/her notebook, he/she writes what the text is about and shows it to you during the Teacher Support. As a wrap-up, he/she completes an interactive task with the words from the **Take a Look!** box by dragging them to the correct picture.

DISCUSSION | The student listens, reproduces, and answers the questions one at a time. In case the student is not reproducing the content out loud, call his/her attention to do so.

LEARNING OBJECTIVE CHECKING | The student checks the content he/she learned in this lesson on the spread page.

HOMEWORK INSTRUCTIONS | The student listens to the **Homework** instructions for the **Workbook** and **Wiz.me**. He/She is instructed to do the **Speak Up!** and **What's More?** cards, to listen to the class's audio on the **Listen Up!** card, and to watch the **Language Functions** video on the **Video** card.

TEACHER SUPPORT – 5'

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

DRILLING PRACTICE

1. He always meant to be a dedicated player. / focused / competitive
2. The directors planned to organize the tournament. / campaign / championship
3. We didn't intend to compete in such a tough tournament. / competitive / passionate

GET REAL | Check the student's understanding of what the **Get Real** text is about and choose one of the questions from this section to discuss it with him/her:

1. According to the text, Emma is a natural talent. But what does she attribute her success to? (Emma Raducanu attributes her success to many years of commitment, hard work, and has never let wins or losses affect her too deeply.)
2. According to the text, what sets apart people who quit from those who don't? (It's a combination of being persistent, receiving support from people they love, and taking their best shots.)

DISCUSSION | Choose one of the questions from this section and discuss it with the student:

- a. What sport or activity are you passionate about? (Answers may vary.)
- b. Do you agree with the statement "Our weaknesses are our biggest opponent"? Justify. (Answers may vary.)
- c. How important is commitment to achieve our goals? (Answers may vary.)

LEARNING OBJECTIVE CHECKING | Check if the student marked the content he/she learned in this lesson. If time allows, take this opportunity to reinforce what the student has learned by referring to the following LOs to ask the student for some examples:

- express ideas about tournaments and competitions
- talk about past plans and intentions

HOMEWORK INSTRUCTIONS | Check if the student has any questions about the **Homework**. Remind him/her to access the **Speak Up!** and **What's More?** cards, and complete the activities related to **Lesson 207**. The student should also listen to the audio on the **Listen Up!** card. Encourage him/her to access the **Video** card and watch the **Language Functions** video.

Should you have extra time

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

1. She was up against a tough opponent in the tennis match. (talented)
2. Our positive outcomes are a consequence of our commitment. (efforts)
3. This medal is the outcome of years of hard work. (persistent)
4. The importance of discipline cannot be underrated. (respect)
5. Despite the negative outcome, we gave it our best shot. (score)

LESSON 208

REITERATIVE LEARNING OBJECTIVES

- Can briefly give reasons and explanations for intentions, plans, or goals.
- Can understand simple spoken expressions used to talk about a game or sport.

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

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

INTERACTIVE TASK

Content Review — Assessment

The student answers questions to review what he/she learned in the previous lesson: **Have you ever won a medal? For what? If not, would you like to win one? / What is the importance of being defeated? / When is it important to give it your best shot? Why?**

QUESTIONS | The student listens to the questions, then reproduces and answers them out loud. In his/her notebook, he/she is instructed to write down

the answers and say them to you during the Teacher Support.

DRILLING PRACTICE | The student does the drilling practice along with the audio material. In case the student is not reproducing the content out loud, call his/her attention to do so.

SAY IT RIGHT! | The student pays attention to the example, listens to the other sentences, and reads them out loud, paying attention to the words in bold. For further practice, the student has to say only the words in bold out loud. During the Teacher Support, the student will be given two sentences, and he/she has to read them out loud to you.

WHAT'S MISSING? | The student looks at the image and the title of the text and predicts what the text is about. Then he/she reads the text and completes the gaps in the book using the words from the box. To correct the answers, on the **Wiz.tab**, the student drags the words to the right gap. During the Teacher Support, the student will ask you the two questions with the extra words from the box.

LET'S GET AROUND | To start, the student looks at the second picture of the section and says some words or ideas related to what he/she sees. He/She is instructed to watch the video on the **Video** card on **Wiz.me** and to answer the question on the quiz before the answer is revealed. The student watches the video a second time, so that in his/her notebook, he/she can take notes of important information to help him/her start writing his/her podcast script. To finish, he/she answers some comprehension questions about the video. **Audio script:** *What was the question Liz had to answer? (How the questions in an interview podcast should be structured.) / Was she allowed to go to the third phase? (Yes, she was. She gave the right answer.)*

NOTE | Students should write a final podcast script containing up to 270 words, and the final audio recording should be no longer than 2 minutes. The podcast audio will only be recorded in the **Review Lesson**.

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

HOMEWORK INSTRUCTIONS | The student is guided to do the **Homework** on **Wiz.me**. Continuing on **Wiz.me**, he/she is advised to listen to the lesson's audio on the **Listen Up!** card, to practice the pronunciation on the **Speak Up!** card, and to prepare for the next lesson using the **Getting Ready!** and **Video** cards.

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TEACHER SUPPORT – 5'

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

DRILLING PRACTICE

1. We intended to win a medal for our university. / community / country
2. They weren't up against a tough opponent. / team / decision
3. You can overcome all challenges by being persistent. / problems / conflicts

QUESTIONS | Ask questions *a-f* from the book to the student:

- a. What sports events did you plan to compete in when you were a child?
- b. What tournaments did you intend to watch or play but couldn't?
- c. What competition did you mean to win, but you ended up losing?
- d. What things did you plan to achieve without any hard work?
- e. Who was an opponent you meant to defeat in a game when you were younger?
- f. In what competition did you intend to be more competitive than you were?

SAY IT RIGHT! | Ask the student to read the following sentences. Be attentive to his/her pronunciation of the words in bold.

- b. **We defeated** our opponent because we **trusted** each other.
- d. The team **needed** a medal, so they **decided** to persist.

NOTE | For this activity, students will practice the pronunciation of the past form of verbs *-ed*, this time focusing on the /ɪd/ sound ending, identifying and recognizing that regular verbs ending in a *d* or *t* sound have their past regular form pronounced as /dɪd/ or /tɪd/. You may show them other examples if time allows.

- a. competed / connected
- b. defeated / trusted
- c. added / invested
- d. needed / decided
- e. lasted / suggested
- f. supported / protected

WHAT'S MISSING | Check the two questions the student prepared using the words **meant** and **importance** and answer them.

LET'S GET AROUND | Ask the student one of the comprehension questions about the video and then check if he/she has any questions regarding the podcast script production.

UNLOCK | Choose two of the following contents and ask the student to read some of the answers he/she wrote for this section: **Give examples of famous sports tournaments;** / **Give examples of positive outcomes in competitions;** / **Give examples of competitive athletes.** / **What's the toughest tournament in the world, in your opinion?**

Should you have extra time

Ask the student to reproduce and answer the questions out loud.

1. Did your team even stand a chance of winning the game?
2. Why do people give so much importance to extreme sports?
3. What do you like most in a sports tournament?
4. Is it OK to be competitive? Why or why not?
5. How do you feel after being defeated in a competition?

LESSON 209

LEARNING OBJECTIVES

- Can bring relevant personal experiences into a conversation to illustrate a point.
- Can give advice on a wide range of subjects.
- Can recommend a course of action, giving reasons.
- Can scan a text in order to find specific information.
- Can write a concise summary of the main ideas of a longer structured text.

GRAMMAR

- *had/'d better (not) + verb* for strong advice and recommendations.

ASSESSMENT | The student is asked questions to review the content of the previous lessons. **Audio script:** *How competitive are you? (Answers may vary.) / What sport are you passionate about? (Answers may vary.) / When was the last time your soccer/basketball/volleyball team was defeated? (Answers may vary.)*

INTERPRETING THE PICTURE | The student answers the two questions from this section out loud: *What is the boy doing? (He's exercising/stretching.) / What do people usually do before or after exercising? (They do stretches.)*

NOTE | Ask students if they have watched the **Language Functions** video on **Wiz.me**, at home, before coming to class. Encourage them to do so as preparation for each **Input Lesson**.

GETTING READY! REMINDER | The student is asked if he/she has prepared for the lesson by accessing the **Getting Ready!** and **Video** cards on **Wiz.me**. Then he/she has to answer two questions related to the theme of the lesson: **What do we need to do to stay hydrated?** (Possible answer: Drink enough water throughout the day and consume foods such as fruits and vegetables.) / **How can we boost our health?** (Possible answers: By exercising regularly and properly, having a healthy diet, keeping mentally active, etc.)

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

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

INTERACTIVE TASK

Pronunciation Practice

The student reproduces the following words separately to reinforce pronunciation: **immune system** / **stretches** / **active** / **sedentary** / **properly**

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

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

INTERACTIVE TASK

Match

The student matches the sentences to the corresponding pictures. **Audio script:** **What can we eat to boost our immune system? / Do you do some stretches before exercising? / Staying hydrated makes the body work properly. / The best strategy is to move around frequently.**

INTERACTIVE TASK

Maze

The student unscrambles the sentences by dragging the boxes vertically. **Audio script:** **Taking care of your body by moving around is also a form of self-care. / The best strategy to have an active lifestyle is to organize your routine properly. / You'd better boost your mood by taking a short nap and having more self-care time! / You'd better keep your brain active by frequently solving puzzles.**

LANGUAGE PRACTICE | The student listens to a sentence and says it out loud. Then he/she listens to a word and says the sentence again using the word given. Whenever there is a question, the student should reproduce and answer it out loud. In case the student is not reproducing the content out loud, call his/her attention to do so.

AUDIO RECAP | The student listens to the audio of **Verbs**, **New Words**, **Useful Phrases**, and **Language Functions** sections again and reproduces them out loud. In case the student is not reproducing the content out loud, call his/her attention to do so.

GET REAL | The student begins by listening, reproducing, and answering the questions from the **Getting the most out of the theme** box. After completing this, they should read the text in their book. Then, in his/her notebook, he/she writes what the text is about and shows it to you during the Teacher Support. As a wrap-up, he/she completes an interactive task with the words from the **Take a Look!** box by dragging them to the correct picture.

DISCUSSION | The student listens, reproduces, and answers the questions one at a time. In case the student is not reproducing the content out loud, call his/her attention to do so.

LEARNING OBJECTIVE CHECKING | The student checks the content he/she learned in this lesson on the spread page.

HOMEWORK INSTRUCTIONS | The student listens to the **Homework** instructions for the **Workbook** and **Wiz.me**. He/She is instructed to do the **Speak Up!** and **What's More?** cards, to listen to the class's audio on the **Listen Up!** card, and to watch the **Language Functions** video on the **Video** card.

TEACHER SUPPORT – 5'

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

DRILLING PRACTICE

1. You had better be more active. / responsible / patient
2. She'd better not be so sedentary. / pessimistic / stubborn
3. Exercising isn't enough to guarantee a healthy lifestyle. / Staying hydrated / Taking naps

GET REAL | Check the student's understanding of what the **Get Real** text is about and choose one of the questions from this section to discuss with him/her:

1. According to the text, what is part of many people's resolutions? (They run to the gyms, swimming pools, or recreation centers for a healthier lifestyle.)
2. According to the text, what is the consequence of being sedentary? (Those who spend a lot of time sitting down double their chances to develop mental health issues.)

DISCUSSION | Choose one of the questions from this section and discuss it with the student:

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- a. What do you do to keep mentally and physically active? (Answers may vary.)
- b. Besides exercising, what can people do to boost their mental health? (Answers may vary.)
- c. What's good advice for a sedentary person? (Answers may vary.)

LEARNING OBJECTIVE CHECKING | Check if the student marked the content he/she learned in this lesson. If time allows, take this opportunity to reinforce what the student has learned by referring to the following LOs to ask the student for some examples:

- discuss strategies to keep a healthy body and mind
- give strong advice and recommendations

HOMEWORK INSTRUCTIONS | Check if the student has any questions about the **Homework**. Remind him/her to access the **Speak Up!** and **What's More?** cards, and complete the activities related to **Lesson 209**. The student should also listen to the audio on the **Listen Up!** card. Encourage him/her to access the **Video** card and watch the **Language Functions** video.

Should you have extra time

Ask the student to reproduce the sentences out loud and to change them so they become true for him/her or to what he/she believes to be true.

1. You can boost your brain health by reading.
2. I have plenty of money to do whatever I want.
3. You should spend part of your day doing some volunteering.
4. I frequently do stretches to stay active.
5. You should rest to stay active and energized.

LESSON 210

REITERATIVE LEARNING OBJECTIVES

- Can bring relevant personal experiences into a conversation to illustrate a point.
- Can give advice on a wide range of subjects.
- Can recommend a course of action, giving reasons.

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

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

INTERACTIVE TASK

Content Review — Assessment

The student answers questions to review what he/

she learned in the previous lesson: **Why is self-care important?** / **Do you usually take a nap after lunch? Why or why not?** / **How can we keep our brain active?**

TALK TO YOUR CLASSMATE | First, the student pays attention to the model and how the sentence changes depending on the symbol. Then he/she makes negative and interrogative sentences in his/her notebook based on the sentence given and reads them out loud.

SAY WHAT YOU THINK | The student reads the sentences and reproduces them out loud. Then, in his/her notebook, he/she writes his/her opinions about each sentence to show it to you during the Teacher Support. He/She is also guided to use the content in the **Useful Language** box.

GOING FURTHER | The student listens to the questions and to the content of the **Useful Language** box and then reads them out loud. He/She is instructed to discuss the questions during the Teacher Support with you or a classmate.

LET'S GET AROUND | To start, the student looks at the third picture of the section and says some words or ideas related to what he/she sees. He/She is instructed to watch the video on the **Video** card on **Wiz.me** and to answer the question on the quiz before the answer is revealed. The student watches the video a second time, so that in his/her notebook, he/she can take notes of important information to help him/her finish writing and reviewing his/her podcast script. To finish, he/she answers some comprehension questions about the video. **Audio script:** How does the host need to end the interview? (By thanking the guest.) / What else should they do? (They should talk about the main points of the interview.)

NOTE | Students should write a final podcast script containing up to 270 words, and the final audio recording should be no longer than 2 minutes. The podcast audio will only be recorded in the **Review Lesson**..

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

HOMEWORK INSTRUCTIONS | The student is guided to do the **Homework** on **Wiz.me**. Continuing on **Wiz.me**, he/she is advised to listen to the lesson's audio on the **Listen Up!** card, to practice the pronunciation on the **Speak Up!** card, and to prepare for the next lesson by watching the **Pinpoint** video, at home, on the **Video** card. Ask the student to complete the activity **Propose a Solution** in **Wiz Mock**.

TEACHER SUPPORT – 5'

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

DRILLING PRACTICE

1. You'd better take a nap before going to the gym. / doing sports / studying
2. She'd better not become sedentary. / eat pizza frequently / forget about self-care
3. Had he better do some stretches? / physical activities / examinations

SAY WHAT YOU THINK | Check the student's sentences giving his/her opinion about each sentence of the exercise.

- a. Everybody should exercise at least one hour a day.
- b. Reading is the best activity to boost our mental health.
- c. Having a balanced diet guarantees that we have a healthy body.
- d. There is nothing better than drinking plenty of water to stay hydrated.
- e. Full-time schools should incorporate a nap time to improve students' performances.
- f. A sedentary person is not necessarily unhealthy.

GOING FURTHER | Discuss one of the following questions with the student:

1. What should you do to improve your physical health? (Answers may vary.)
2. What activities do you personally enjoy doing to keep your brain active? (Answers may vary.)
3. What's the main advantage of being a non-sedentary person? (Answers may vary.)
4. Why do you think many people only start thinking about boosting their health when they become ill? (Answers may vary.)

LET'S GET AROUND | Ask the student one of the comprehension questions about the video and then check if he/she has any questions regarding the podcast script production.

UNLOCK | Choose two of the following contents and ask the student to read some of the answers he/she wrote for this section: Give examples of foods that boost the immune system; / Give examples of physical activities you frequently do; / Give examples of strategies to keep healthy. / How much do you care for your mental and physical health?

Should you have extra time

Ask the student to reproduce and complete the following sentences:

1. Eating ... can boost your immune system.
2. I have plenty of ... to do whatever I want.

3. There's plenty of ... in the house.
4. I haven't ... properly.
5. What do you do to stay ...?

REVIEW – BODIES IN MOTION

HOMEWORK REMINDER | The student is asked if he/she has done the cards from the previous lesson on **Wiz.me**.

PINPOINT | First, the student answers questions related to the **Pinpoint** theme, looks at the picture in his/her book, and says what comes to mind. After that, he/she answers questions based on the video. In order to confirm his/her answers, the student has to match the content from the boxes. **Answer key:**

1. What other kinds of bicycles are there? (There are unicycles, tricycles, and quadricycles.)
2. How many bicycles have been sold as of today? (Approximately 1 billion bicycles have been sold as of today.)
3. What was the purpose of the Velocipede when it was created by Baron Carl von Drais in 1817? (To serve as a new form of transportation that allowed people to move along the ground by sitting on the machine and running their legs.)
4. What was significant about the first "Tour de France" held in 1903, and how did it impact the sport of cycling? (It was significant because it covered 1,500 miles in six stages, establishing itself as the premier and most prestigious cycling event.)

CONVERSATION PRACTICE | The student listens to some questions and answers them out loud. In case the student is not reproducing the content out loud, call his/her attention to do so.

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

SELF-ASSESSMENT – STUDENT'S BOOK

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

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

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

LET'S GET AROUND | The student is guided to recap the situations by watching the three **Let's Get Around** videos in the **Video** card in the **Output Lessons**. He/She should

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also review the notes written in the previous **Output Lessons**. Then he/she is instructed to record the podcast on the smartphone and present it to you and their colleagues at the end of the class. In case the student does not have a recording device, he/she is instructed to present a live podcast. The idea here is for you, the teacher, to guess which kind of podcast the student is presenting.

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

LET'S CHECK AND HOW AM I DOING? | The student is guided to do the **Let's Check!** and **How Am I doing?** cards on **Wiz.me**.

HOMEWORK INSTRUCTIONS | The student listens to the **Homework** instructions for the **Workbook** activities. He/She is also reminded to watch the three **Let's Get Around** videos again, do the **Let's Check!, How Am I Doing?** and **Wiz.battle** cards to complete the activities related to the **Review Lesson**. He/She should also listen to the audio on the **Listen Up!** card. For **Lesson 211**, remind the student to access the **Getting Ready!** and **Video** cards to watch the **Language Functions** video.

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

TEACHER SUPPORT – 5'

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

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

1. Can you ride a bike? If so, when did you learn how?
2. Where do people usually ride bikes in your city?
3. Have you ever taken part in a cycling competition?
4. What are the advantages of having a bicycle for your daily activities and transportation?
5. Do you have any cycling goals or aspirations for the future?

SELF-ASSESSMENT – STUDENT'S BOOK | Make sure to check the answers the student marked before the **Closing** step. Take notes of relevant information to share with your coordinator. Check/contextualize/model any questions or unclear and difficult content.

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

LET'S GET AROUND | Have the student present his/her podcast to you or a classmate for you to guess what kind of podcast the student is presenting.

NOTE | Students should write a final podcast script containing up to 270 words, and the final audio recording should be no longer than 2 minutes.

LEARNING OBJECTIVE CHECKING | Check if the student marked the content he/she learned in this batch of lessons. If time allows, take this opportunity to reinforce what the student has learned by referring to the following LOs to ask the student for some examples:

- discuss the benefits and dangers of extreme sports
- express your impressions or perceptions of something
- express ideas about tournaments and competitions
- talk about past plans and intentions
- discuss strategies to keep a healthy body and mind
- give strong advice and recommendations

HOMEWORK INSTRUCTIONS | Check if the student has any questions about the **Homework**. For **Lesson 211**, remind the student to access the **Getting Ready!** and **Video** cards to watch the **Language Functions** video.

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

Should you have extra time

Ask the student to create a sentence using:

1. to chicken out
2. to be up against
3. to give it your best shot
4. frequently
5. properly

LESSON 211

LEARNING OBJECTIVES

- Can order events when telling a story.
- Can write or talk about abstract or cultural topics.
- Can understand most of an audio passage about a familiar topic.
- Can write a concise summary of the main ideas of a longer structured text.

GRAMMAR

- **Past Perfect** in the affirmative and negative forms.

SPREAD PAGE | The student explores the picture and says what he/she thinks he/she will learn about. He/She also listens to the Learning Objectives of this batch of lessons and follows them on **Wiz.tab**.

INTERPRETING THE PICTURE | The student answers the two questions from this section out loud: **What does the picture show?** (Possible answer: A collage with sculptures from magazine cut-outs.) / **How can creating art like this be beneficial to you?** (Possible answer: I can put my creativity into practice and reduce stress.)

NOTE | Ask students if they have watched the **Language Functions** video on **Wiz.me**, at home, before coming to class. Encourage them to do so as preparation for each **Input Lesson**.

GETTING READY! REMINDER | The student is asked if he/she has prepared for the lesson by accessing the **Getting Ready!** and **Video** cards on **Wiz.me**. Then he/she has to answer two questions related to the theme of the lesson: **What things can be made out of trash?** (Answers may vary.) / **How can we relate art to sustainability?** (Answers may vary.)

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

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

INTERACTIVE TASK

Pronunciation Practice

The student reproduces the following words separately to reinforce pronunciation: **aesthetics** / **sculpture** / **sustainability** / **upcycled art** / **handmade**

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

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

INTERACTIVE TASK

Match

The student matches the sentences to the corresponding pictures. **Audio script:** He turned his trash into a modern sculpture. / This handmade sculpture is astonishing. / Upcycled art is the new trend in art galleries. / Her portraits are astonishing.

INTERACTIVE TASK

Maze

The student unscrambles the sentences by dragging the boxes vertically. **Audio script:** I had already transformed it into something else by the time he told me not to. / You should be showing off your talent. Look at this painting! Its aesthetics are astonishing. / I had already bought this product when I found out it was handmade. / I had already finished my presentation about upcycled art when I was interrupted.

LANGUAGE PRACTICE | The student listens to a sentence and says it out loud. Then he/she listens to a word and says the sentence again using the word given. Whenever there is a question, the student should reproduce and answer it out loud. In case the student is not reproducing the content out loud, call his/her attention to do so.

AUDIO RECAP | The student listens to the audio of **Verbs**, **New Words**, **Useful Phrases**, and **Language Functions** sections again and reproduces them out loud. In case the student is not reproducing the content out loud, call his/her attention to do so.

GET REAL | The student begins by listening, reproducing, and answering the questions from the **Getting the most out of the theme** box. After completing this, they should read the text in their book. Then, in his/her notebook, he/she writes what the text is about and shows it to you during the Teacher Support. As a wrap-up, he/she completes an interactive task with the words from the **Take a Look!** box by dragging them to the correct picture.

DISCUSSION | The student listens, reproduces, and answers the questions one at a time. In case the student is not reproducing the content out loud, call his/her attention to do so.

LEARNING OBJECTIVE CHECKING | The student checks the content he/she learned in this lesson on the spread page.

HOMEWORK INSTRUCTIONS | The student listens to the **Homework** instructions for the **Workbook** and **Wiz.me**.

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He/She is instructed to do the **Speak Up!** and **What's More?** cards, to listen to the class's audio on the **Listen Up!** card, and to watch the **Language Functions** video on the **Video** card.

NOTE | If this is the student's first class in **Teens 8 3rd Edition**, remind him/her to do the **Zero Class** and the **Pre-diagnosis Test** on **Wiz.me**.

TEACHER SUPPORT – 5'

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

DRILLING PRACTICE

1. He had finished his collage when the art class started.
/ sculpture / homework
2. He had thrown the plastic away before they asked for it.
/ paper / metal cans
3. I hadn't seen a handmade sweater like this one before.
/ chair / necklace

GET REAL | Check the student's understanding of what the **Get Real** text is about and choose one of the questions from this section to discuss it with him/her:

1. Where can we find discarded items that can be reused? (In dumpsters.)
2. What are the advantages of transforming things people throw away? (Possible answer: It promotes sustainability.)

DISCUSSION | Choose one of the questions from this section and discuss it with the student:

- a. In your opinion, why is it important to appreciate upcycled art? (Answers may vary.)
- b. How do you feel about handmade things being used at home? (Answers may vary.)
- c. How could upcycled art help your city? (Answers may vary.)

LEARNING OBJECTIVE CHECKING | Check if the student marked the content he/she learned in this lesson. If time allows, take this opportunity to reinforce what the student has learned by referring to the following LOs to ask the student for some examples:

- discuss art and environmental awareness
- describe a past action or event that occurred before another action or event

HOMEWORK INSTRUCTIONS | Check if the student has any questions about the **Homework**. Remind him/her to access the **Speak Up!** and **What's More?** cards, and complete the activities related to **Lesson 211**. The student should also listen to the audio on the **Listen Up!** card. Encourage him/her to access the **Video** card and watch the **Language Functions** video.

Should you have extra time

Read the sentences and ask the student to change them according to the word given:

1. She hadn't seen a sculpture as large as this one before. / an installation
2. This famous artist had displayed his collages here before. / in the past
3. We had thrown away some materials before making it into art. / a collage
4. They had already turned the plastic into useful things. / eco-friendly
5. The museum had displayed art pieces so that they were accessible to everyone. / institution

LESSON 212

REITERATIVE LEARNING OBJECTIVES

- Can order events when telling a story.
- Can write or talk about abstract or cultural topics.
- Can understand most of an audio passage about a familiar topic.

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

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

INTERACTIVE TASK

Content Review — Assessment

The student answers questions to review what he/she learned in the previous lesson: **What do you think about sculptures? Do you like them? Why or why not? (Answers may vary.)** / **In which cases do you think it's good to show off your skills and abilities? (Answers may vary.)** / **Is there any handmade product or brand that you like? (Answers may vary.)**

FLUENCY PRACTICE | The student pays attention to the model and observes what changes from one sentence to another. Then he/she changes the sentences according to the model. To correct the student's production, he/she drags the boxes to the corresponding content.

Answer key: a. The gallery hadn't displayed an exhibition of upcycled art pieces before. / b. I hadn't thought about transforming trash into treasure. / c. At that time, she hadn't painted a portrait of her grandmother. / d. The artist's astonishing sculpture hadn't appeared in this magazine before. / e. They hadn't complained about the aesthetics of the painting before the exposition.

DRILLING PRACTICE | The student does the drilling practice along with the audio material. In case the student is not reproducing the content out loud, call his/her attention to do so.

COMPLETE AND DISCUSS | After looking at the words in the box and saying them out loud, the student completes the questions in his/her book.

FOCUS LISTENING | The student listens to the audio passage to get the gist of it. Then he/she is instructed to read letters *a-d* and listens to the audio one more time answering or taking notes in the space provided. After listening to the audio a third time to check his/her answers, the student fills in the gaps to correct the activity on the **Wiz.tab**. As a wrap-up, during the Teacher Support, he/she discusses some questions about the topic with you.

LET'S GET AROUND | To start, the student looks at the first picture of the section and says some words or ideas related to what he/she sees. He/She is instructed to watch the video on the **Video** card on **Wiz.me** and to answer the question on the quiz before the answer is revealed. The student watches the video a second time, so that in his/her notebook, he/she can take notes of important information to help him/her decide what his/her podcast will be about. To finish, he/she answers some comprehension questions about the video. **Audio script:** What avatars do the characters choose in the video? (Mia is Joe and Tony is Sue.) / What kind of podcast are they producing? (It's a solo podcast.)

NOTE | Students should write a final podcast script containing up to 270 words, and the final audio recording should be no longer than 2 minutes. The podcast audio will only be recorded in the **Review Lesson**.

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

HOMEWORK INSTRUCTIONS | The student is guided to do the **Homework** on **Wiz.me**. Continuing on **Wiz.me**, he/she is advised to listen to the lesson's audio on the **Listen Up!** card, to practice the pronunciation on the **Speak Up!** card, and to prepare for the next lesson using the **Getting Ready!** and **Video** cards.

TEACHER SUPPORT – 5'

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

DRILLING PRACTICE

1. She hadn't shown off her artistic skills before the exhibition. / handmade objects / upcycled art

2. He had already transformed the metal pieces into a sculpture. / paper / plastic
3. We hadn't displayed this portrait before. / collage / sculpture

FOCUS LISTENING | Check the student's understanding of what the **Get Real** text is about and choose one of the questions from this section to discuss it with him/her:

1. What is your biggest dream? Did anyone inspire you to have it? (Answers may vary.)
2. How important is art in your life? (Answers may vary.)

LET'S GET AROUND | Ask the student one of the comprehension questions about the video and then check if he/she has any questions regarding the podcast script production.

UNLOCK | Choose two of the following contents and ask the student to read some of the answers he/she wrote for this section: **Give examples of recycled materials you can use to make art;** / **Give examples of the benefits of using trash to make art;** / **Give examples of the things you can make out of trash;** / **How do you think creating art from recycled materials can raise awareness about environmental issues?**

Should you have extra time

Ask the student to reproduce the sentences and then change just one word in each according to what he/she learned in the previous lesson:

1. We discussed the benefits of arts for sustainability three months ago.
2. I had thrown all this material away when he asked me for it.
3. Upcycled art brings sustainability to our community.
4. She wanted to show off her technique.
5. I love the aesthetics of this portrait.

LESSON 213

LEARNING OBJECTIVES

- Can talk about art in general.
- Can exchange information on a wide range of topics with some confidence.
- Can write or talk about abstract or cultural topics.
- Can understand statements with familiar but complex language.
- Can identify attitudes and feelings represented in a text.
- Can write a concise summary of the main ideas of a longer structured text.

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GRAMMAR

- Past Perfect in the interrogative form.

ASSESSMENT | The student is asked questions in order to review the content of the previous lessons. **Audio script:** What objects come to mind when you think of upcycled art? (Possible answers: Glass bottles turned into colorful vases, old bicycle parts repurposed into stylish furniture, tire swings, CD mosaics, etc.) / What famous sculpture can you think of? (Possible answers: David by Michelangelo, The Statue of Liberty, Twelve Prophets of Aleijadinho, etc.) / How can we promote sustainability in art classes at school? (Answers may vary.)

INTERPRETING THE PICTURE | The student answers the two questions from this section out loud: How does the picture represent the theme of the lesson? (Possible answer: It shows performing arts, the boy's self-expression.) / How well do you think he could express different feelings? (Answers may vary.)

NOTE | Ask students if they have watched the **Language Functions** video on **Wiz.me**, at home, before coming to class. Encourage them to do so as preparation for each **Input Lesson**.

GETTING READY! REMINDER | The student is asked if he/she has prepared for the lesson by accessing the **Getting Ready!** and **Video** cards on **Wiz.me**. Then he/she has to answer two questions related to the theme of the lesson: What type of art is the most challenging for you? (Answers may vary.) / What do you consider a conducive atmosphere for finding inspiration? (Answers may vary.)

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

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

INTERACTIVE TASK

Pronunciation Practice

The student reproduces the following words separately in order to reinforce pronunciation: **creativity / atmosphere / imagination / outlet / positively**

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

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

INTERACTIVE TASK

Match

The student matches the sentences to the corresponding pictures. **Audio script:** His writing caused a huge impact on my life. / She expressed herself in a powerful way. / Do you worry about influencing kids positively? / Had he been to an outlet before?

INTERACTIVE TASK

Maze

The student unscrambles the sentences by dragging the boxes vertically. **Audio script:** In pursuit of a more challenging task, I expressed my dissatisfaction to my boss. / I would say that the atmosphere was a conducive environment for performing arts. / What might inspire you is getting some guidance and knowing what's valuable for you. / She had tried expressing herself through writing, but music was more powerful.

LANGUAGE PRACTICE | The student listens to a sentence and says it out loud. Then he/she listens to a word and says the sentence again using the word given. Whenever there is a question, the student should reproduce and answer it out loud. In case the student is not reproducing the content out loud, call his/her attention to do so.

AUDIO RECAP | The student listens to the audio of **Verbs**, **New Words**, **Useful Phrases**, and **Language Functions** sections again and reproduces them out loud. In case the student is not reproducing the content out loud, call his/her attention to do so.

GET REAL | The student begins by listening, reproducing, and answering the questions from the **Getting the most out of the theme** box. After completing this, they should read the text in their book. Then, in his/her notebook, he/she writes what the text is about and shows it to you during the Teacher Support. As a wrap-up, he/she completes an interactive task with the words from the **Take a Look!** box by dragging them to the correct picture.

DISCUSSION | The student listens, reproduces, and answers the questions one at a time. In case the student is not reproducing the content out loud, call his/her attention to do so.

LEARNING OBJECTIVE CHECKING | The student checks the content he/she learned in this lesson on the spread page.

HOMEWORK INSTRUCTIONS | The student listens to the **Homework** instructions for the **Workbook** and **Wiz.me**. He/She is instructed to do the **Speak Up!** and **What's More?** cards, to listen to the class's audio on the

Listen Up! card, and to watch the **Language Functions** video on the **Video** card.

TEACHER SUPPORT – 5'

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

DRILLING PRACTICE

1. Had her paintings caused an impact on the art world before then? / sculptures / performance
2. How many times had you been to this gallery before the event? / outlet / museum
3. This screenwriter had never written something so fascinating before. / interesting / revolutionary

GET REAL | Check the student's understanding of what the **Get Real** text is about and choose one of the questions from this section to discuss it with him/her:

1. How can you diversify your experiences to expand creativity? (Possible answers: Engaging in various activities, trying new things.)
2. According to the text, what is a good way to keep your ideas and thoughts? (By taking notes of inspirations in a notebook.)

DISCUSSION | Choose one of the questions from this section and discuss it with the student:

- a. How can art help people express their emotions? (Answers may vary.)
- b. What's the most powerful form of art in your opinion? Why? (Answers may vary.)
- c. What artist has influenced you positively? Why? (Answers may vary.)

LEARNING OBJECTIVE CHECKING | Check if the student marked the content he/she learned in this lesson. If time allows, take this opportunity to reinforce what the student has learned by referring to the following LOs to ask the student for examples:

- talk about art as a way of self-expression
- ask questions about past actions or events that occurred before another action or event

HOMEWORK INSTRUCTIONS | Check if the student has any questions about the **Homework**. Remind him/her to access the **Speak Up!** and **What's More?** cards, and complete the activities related to **Lesson 213**. The student should also listen to the audio on the **Listen Up!** card. Encourage him/her to access the **Video** card and watch the **Language Functions** video.

Should you have extra time

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

1. Before that, the performing arts had been his hobby for years.

2. This author had never written something so revolutionary before.
3. His sculptures had caused an impact on the art world before.
4. We had been to this art gallery many times before the event.
5. It was his powerful imagination that had led him to write a bestseller.

LESSON 214

REITERATIVE LEARNING OBJECTIVES

- Can talk about art in general.
- Can exchange information on a wide range of topics with some confidence.
- Can write or talk about abstract or cultural topics.
- Can understand statements with familiar but complex language.

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

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

INTERACTIVE TASK

Content Review — Assessment

The student answers questions to review what he/she learned in the previous lesson: **What kind of performing arts is your favorite? Why? (Answers may vary.) / Do you find it easy to express yourself in writing? (Answers may vary.) / How do you like to express your creativity? (Answers may vary.)**

ASK YOUR FRIEND IF | The student is instructed to look at and listen to the example. Then he/she forms the questions based on the content given. He/She should ask the questions to you or a classmate during the Teacher Support.

DRILLING PRACTICE | The student does the drilling practice along with the audio material. In case the student is not reproducing the content out loud, call his/her attention to do so.

SAY IT RIGHT! | The student pays attention to the example, listens to the other sentences, and reads them out loud, paying attention to the words in bold. For further practice, the student has to say only the words in bold out loud. During the Teacher Support, the student will be given two sentences and he/she has to read it out loud to you.

INTERACTIVE TEACHER'S GUIDE

REORDER THE PARAGRAPHS | After saying what he/she thinks the text is about, the student reads the text and marks the correct order. He/She is given the answer key to the exercise and then is asked to practice reading the text, now in the correct order, out loud. As a wrap-up, the student answers some questions about the topic.

LET'S GET AROUND | To start, the student looks at the second picture of the section and says some words or ideas related to what he/she sees. He/She is instructed to watch the video on the **Video** card on **Wiz.me** and to answer the question on the quiz before the answer is revealed. The student watches the video a second time, so that in his/her notebook, he/she can take notes of important information to help him/her start writing his/her podcast script. To finish, he/she answers some comprehension questions about the video. **Audio script:** Who are the characters talking about? (They are talking about Amy, a famous artist.) / What experience does Amy share in the podcast? (She talks about how nervous she was when she went on a stage for the first time.)

NOTE | Students should write a final podcast script containing up to 270 words, and the final audio recording should be no longer than 2 minutes. The podcast audio will only be recorded in the **Review Lesson**.

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

HOMEWORK INSTRUCTIONS | The student is guided to do the **Homework** on **Wiz.me**. Continuing on **Wiz.me**, he/she is advised to listen to the lesson's audio on the **Listen Up!** card, to practice the pronunciation on the **Speak Up!** card, and to prepare for the next lesson using the **Getting Ready!** and **Video** cards.

TEACHER SUPPORT – 5'

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

DRILLING PRACTICE

1. I find it hard to express my emotions. / feelings / creativity
2. You can't let him influence your decisions anymore. / ideas / opinions
3. Had you heard about that screenwriter before reading the article? / comedian / author

ASK YOUR FRIEND IF | Check if the questions are correct and then answer them or have your student interact with a classmate.

SAY IT RIGHT! | Ask the student to read the following sentences. Be attentive to his/her pronunciation of the letters/sounds in bold.

- a. Writing in a stimulating atmosphere fosters creativity.
b. She had never been to such an amazing outlet before.

NOTE | For this activity, students will practice the pronunciation of consonants, identifying and recognizing the distinct sounds. However, you may show them other examples if time allows.

- a. writing in a
- b. such an amazing
- c. vivid imagination
- d. performing arts
- e. writing and art
- f. aesthetics of

REORDER THE PARAGRAPHS | After saying what he/she thinks the text is about, the student reads the text and marks the correct order. He/She is given the answer key to the exercise and then is asked to practice reading the text, now in the correct order, out loud. As a wrap-up, the student answers some questions about the topic.

LET'S GET AROUND | Ask the student one of the comprehension questions about the video and then check if he/she has any questions regarding the podcast script production.

UNLOCK | Choose two of the following contents and ask the student to read some of the answers he/she wrote for this section: Give examples of a conducive atmosphere for relaxing; / Give examples of writing styles; (Possible answers: Poetic, journalistic, technical, etc.) / Give examples of ways people can express their creativity; / What type of art would you choose to express your creativity and emotions?

Should you have extra time

Ask the student to reproduce and answer the questions out loud.

1. Should you prioritize technique or emotion when in pursuit of artistic expression? Why?
2. Who influences you the most in your decisions?
3. How can thinking positively influence our outcomes?
4. How many times had you been to a museum before the last time you went?
5. What's a powerful way to express our emotions?

LESSON 215

LEARNING OBJECTIVES

- Can talk about specific elements within a group, using the correct language when defining the element.
- Can make comparisons between people, places, or things.
- Can recognize when examples are being given in a structured text or audio extract.
- Can write a concise summary of the main ideas of a longer structured text.

GRAMMAR

- **One of, some of, and among** in phrases with superlative adjectives.

ASSESSMENT | The student is asked questions to review the content of the previous lessons. **Audio script:** How do you usually express your creativity? (Answers may vary.) / Who influences you positively? (Answers may vary.) / What skills do you think are essential to be a screenwriter? (Answers may vary.)

INTERPRETING THE PICTURE | The student answers the two questions from this section out loud: What city is the boy in? (He's in Paris, France.) / What can you see behind him? (The Eiffel Tower.)

NOTE | Ask students if they have watched the **Language Functions** video on **Wiz.me**, at home, before coming to class. Encourage them to do so as preparation for each **Input Lesson**.

GETTING READY! REMINDER | The student is asked if he/she has prepared for the lesson by accessing the **Getting Ready!** and **Video** cards on **Wiz.me**. Then he/she has to answer two questions related to the theme of the lesson: What are the most impressive landscapes you have ever visited? (Answers may vary.) / Why are some sites or locations considered landmarks? (Possible answer: Because they have historical, cultural, or architectural meaning.)

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

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

INTERACTIVE TASK

Pronunciation Practice

The student reproduces the following words separately in order to reinforce pronunciation: **architecture / engineering / skyscraper / landscape / impressive**

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

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

INTERACTIVE TASK

Match

The student matches the sentences to the corresponding pictures. **Audio script:** He designed some of the most iconic skyscrapers. / They constructed one of the tallest buildings. / That landmark is located in the countryside. / He stood out for breaking a series of records.

INTERACTIVE TASK

Maze

The student unscrambles the sentences by dragging the boxes vertically. **Audio script:** He is considered one of the best painters because of his unique painting style. / The iconic building is located in one of the most expensive areas in the world. / The engineering behind this monument is impressive and one of the most complex. / This landmark is located near some of the most beautiful gardens.

LANGUAGE PRACTICE | The student listens to a sentence and says it out loud. Then he/she listens to a word and says the sentence again using the word given. Whenever there is a question, the student should reproduce and answer it out loud. In case the student is not reproducing the content out loud, call his/her attention to do so.

AUDIO RECAP | The student listens to the audio of **Verbs**, **New Words**, **Useful Phrases**, and **Language Functions** sections again and reproduces them out loud. In case the student is not reproducing the content out loud, call his/her attention to do so.

GET REAL | The student begins by listening, reproducing, and answering the questions from the **Getting the most out of the theme** box. After completing this, they should read the text in their book. Then, in his/her notebook, he/she writes what the text is about and shows it to you during the Teacher Support. As a wrap-up, he/she completes an interactive task with the words from the **Take a Look!** box by dragging them to the correct picture.

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DISCUSSION | The student listens, reproduces, and answers the questions one at a time. In case the student is not reproducing the content out loud, call his/her attention to do so.

LEARNING OBJECTIVE CHECKING | The student checks the content he/she learned in this lesson on the spread page.

HOMEWORK INSTRUCTIONS | The student listens to the **Homework** instructions for the **Workbook** and **Wiz.me**. He/She is instructed to do the **Speak Up!** and **What's More?** cards, to listen to the class's audio on the **Listen Up!** card, and to watch the **Language Functions** video on the **Video** card.

TEACHER SUPPORT – 5'

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

DRILLING PRACTICE

1. This is one of the most incredible landscapes I've ever seen. / impressive / astonishing
2. Some of the most iconic landmarks are located in big cities. / Japan / urban areas
3. This skyscraper isn't among the best architectural buildings. / engineered / designed

GET REAL | Check the student's understanding of what the Get Real text is about and choose one of the questions from this section to discuss it with him/her:

1. According to the text, what are the Supertrees at Gardens by The Bay in Singapore compared to? (They are compared to structures from a cool sci-fi movie.)
2. What's the ArtScience Museum shaped like? (It's shaped like a giant white lotus flower.)

DISCUSSION | Choose one of the questions from this section and discuss it with the student:

- a. What emotions do you think architecture can have on people? (Answers may vary.)
- b. In your opinion, what makes a landmark impressive? (Answers may vary.)
- c. Which landmark in the world would you like to visit? Why? (Answers may vary.)

LEARNING OBJECTIVE CHECKING | Check if the student marked the content he/she learned in this lesson. If time allows, take this opportunity to reinforce what the student has learned by referring to the following LOs to ask the student for some examples:

- discuss the wonders of engineering and architecture
- describe the uniqueness of certain places or buildings

HOMEWORK INSTRUCTIONS | Check if the student has any questions about the **Homework**. Remind him/her to access the **Speak Up!** and **What's More?** cards,

and complete the activities related to **Lesson 215**. The student should also listen to the audio on the **Listen Up!** card. Encourage him/her to access the **Video** card and watch the **Language Functions** video.

Should you have extra time

Ask the student to reproduce and complete the following sentences:

1. She is an expert in designing impressive...
2. This building breaks a record when it comes to...
3. The skyscraper will be constructed by a famous...
4. This house is considered a symbol of...
5. Some landmarks are considered...

LESSON 216

REITERATIVE LEARNING OBJECTIVES

- Can talk about specific elements within a group, using the correct language when defining the element.
- Can make comparisons between people, places, or things.

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

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

INTERACTIVE TASK

Content Review — Assessment

The student answers questions to review what he/she learned in the previous lesson: **Name two landmarks you would love to visit and why.** / **Name an iconic artist in your opinion.** / **Are you interested in any style of painting?**

ASK AND ANSWER | After saying what comes to mind when the student sees the picture, he/she is instructed to listen, reproduce, and pay attention to the model. He/She completes the exercise orally and writes the answers in his/her book. To correct the activity, he/she matches the questions and answers. **Answer key:** **What are some of the most futuristic bridge designs?** (The Alamillo Bridge and Campo Volantin FootBridge are some of the most futuristic bridge designs.) / **In terms of aesthetics, what soccer stadium is among the most remarkable?** (The aesthetics of The Santiago Bernabéu Stadium in Madrid are among the most remarkable.) / **What is one of the most impressive examples of ancient architecture?**

(The Parthenon in Athens is one of the most impressive examples of ancient architecture.) / What are some of the most fascinating landscapes in the world? (Some of the most fascinating landscapes in the world are the Amazon Rainforest and the Sahara Desert.) / What is one of the most innovative buildings in this country? (The Office Tower is one of the most innovative buildings in this country.)

DRILLING PRACTICE | The student does the drilling practice along with the audio material. In case the student is not reproducing the content out loud, call his/her attention to do so.

DESCRIBE THE PICTURES | The student looks at the pictures, at the box with the listed items, and chooses one picture to describe. He/She will be given two minutes to make observations and take notes in his/her notebook. He/She will be given one minute to describe the picture to the **Wiz.tab** using his/her notes. Later, during the Teacher Support, ask the student to describe the picture to you.

GOING FURTHER | The student listens and reads to the questions and to the content of the **Useful Language** box and then reads them out loud. He/She is instructed to discuss the questions during the Teacher Support with you or a classmate.

LET'S GET AROUND | To start, the student looks at the third picture of the section and says some words or ideas related to what he/she sees. He/She is instructed to watch the video on the **Video** card on **Wiz.me** and to answer the question on the quiz before the answer is revealed. The student watches the video a second time, so that in his/her notebook, he/she can take notes of important information to help him/her finish writing and reviewing his/her podcast script. To finish, he/she answers some comprehension questions about the video. **Audio script:** What does Tony say about Mia? (He says that she has the looks of a great actress.) / What question does Tony answer to win the game? (What would be an interesting way to end a solo podcast?)

NOTE | Students should write a final podcast script containing up to 270 words, and the final audio recording should be no longer than 2 minutes. The podcast audio will only be recorded in the **Review Lesson**.

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

HOMEWORK INSTRUCTIONS | The student is guided to do the **Homework** on **Wiz.me**. Continuing on **Wiz.me**, he/she is advised to listen to the lesson's audio on the **Listen Up!** card, to practice pronunciation on the **Speak Up!** card, and to prepare for the next lesson by watching the **Pinpoint** video, at home, on the **Video** card. Ask the

student to complete the activity **Propose a Solution** in **Wiz Mock**.

TEACHER SUPPORT – 5'

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

DRILLING PRACTICE

1. She is pursuing a career in architecture. / engineering / medicine
2. They haven't constructed any sustainable buildings in the city. / eco-friendly / tall
3. What architectural style stands out in your hometown? / neighborhood / village

DESCRIBE THE PICTURES | Give the student one minute to describe the picture he/she chose. Praise him/her for doing his/her best.

GOING FURTHER | Discuss the following questions with the student:

1. How do bridges benefit both urban and regional infrastructure?
2. What's the difference between architecture and engineering?
3. What's the most important thing to be considered by engineers when designing buildings and bridges?
4. How can architecture and engineering contribute to promoting sustainability?

LET'S GET AROUND | Ask the student one of the comprehension questions about the video and then check if he/she has any questions regarding the podcast script production.

UNLOCK | Choose two of the following contents and ask the student to read some of the answers he/she wrote for this section: **Give examples of famous landmarks around the world;** / **Give examples of impressive landscapes;** / **Give examples of iconic buildings;** / **How do you think buildings of the future might change our lifestyles?**

Should you have extra time

Read the sentences and ask the student to add the content in parenthesis and make the necessary changes.

1. She is in pursuit of the most well-paid career in medicine. (one of)
2. This company is constructing the most sustainable building in the city. (some of)
3. That skyscraper is the best engineered building in this country. (among)
4. The most impressive landscapes I have seen were in Asia. (Some of)

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5. Martial arts are my favorite type of exercise.
(One of)

REVIEW – ART AND DESIGN

HOMEWORK REMINDER | The student is asked if he/she has done the cards from the previous lesson on **Wiz.me**.

PINPOINT | First, the student answers questions related to the **Pinpoint** theme, looks at the picture in his/her book, and says what comes to mind. After that, he/she answers questions based on the video. In order to confirm his/her answers, the student has to match the content from the boxes. **Answer key:**

- What can you find in The Philadelphia Museum of Art? (You can find paintings, sculptures, furniture, China, and antique brushes.)
- When was the Philadelphia Museum of Art built? (It was built in 1928.)
- Why are the steps of the museum considered iconic, and why do some people call them "The Rocky Steps"? (Because its steps were featured in the movie Rocky, and Rocky Balboa ran up the steps in one of his movies.)
- What can you experience while walking through the museum's galleries? (You can walk through an Indian temple hall, a Japanese teahouse, a scholar's study, or a French medieval cloister.)

CONVERSATION PRACTICE | The student listens to some questions and answers them out loud. In case the student is not reproducing the content out loud, call his/her attention to do so.

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

SELF-ASSESSMENT – STUDENT'S BOOK

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

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

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

LET'S GET AROUND | The student is guided to recap the situations by watching the three **Let's Get Around** videos in the **Video** cards in the Output Lessons. He/She should also review the notes written in the previous **Output Lessons**. Then, he/she is instructed to

record the podcast on the smartphone and present it to you and his/her classmates at the end of the class. In case the student does not have a recording device, he/she is instructed to present a live podcast. The idea here is for you, the teacher, to guess which kind of podcast the student is presenting.

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

LET'S CHECK AND HOW AM I DOING? | The student is guided to do the **Let's Check!** and **How Am I doing?** cards on **Wiz.me**.

HOMEWORK INSTRUCTIONS | The student listens to the **Homework** instructions for the **Workbook** activities. He/She is also reminded to watch the three **Let's Get Around** videos again, do the **Let's Check!**, **How Am I Doing?**, and **Wiz.battle** cards to complete the activities related to the **Review Lesson**. He/She should also listen to the audio on the **Listen Up!** card. For **Lesson 217**, remind the student to access the **Getting Ready!** and **Video** cards to watch the **Language Functions** video.

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

TEACHER SUPPORT – 5'

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

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

1. How often do you go to museums?
2. Can you name some famous museums in your country?
3. What is the most memorable piece of art or exhibit you have ever seen?
4. How would you define art?
5. What kind of art do you like the most? Why?
6. What is your artistic talent?

SELF-ASSESSMENT – STUDENT'S BOOK | Make sure to check the answers the student marked before the **Closing** step. Take notes of relevant information to share with your coordinator. Check/contextualize/model any questions or unclear and difficult content..

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

LET'S GET AROUND | Have the student present his/her podcast to you or to a classmate for you to guess what kind of podcast the student is presenting.

NOTE | Students should write a final podcast script containing up to 270 words, and the final audio recording should be no longer than 2 minutes.

LEARNING OBJECTIVE CHECKING | Check if the student marked the content he/she learned in this batch of lessons. If time allows, take this opportunity to reinforce what the student has learned by referring to the following LOs to ask the student for some examples:

- discuss art and environmental awareness
- describe a past action or event that occurred before another action or event
- talk about art as a way of self-expression
- ask questions about past actions or events that occurred before another action or event
- discuss the wonders of engineering and architecture
- describe the uniqueness of certain places or buildings

HOMEWORK INSTRUCTIONS | Check if the student has any questions about the **Homework**. For **Lesson 217**, remind the student to access the **Getting Ready!** and **Video** cards to watch the **Language Functions** video.

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

Should you have extra time

Ask students to give examples of:

1. Sustainability practices he/she sees at school, at home, in public spaces.
2. Times they have expressed themselves through creativity.
3. Ways art can positively influence someone's life.
4. Iconic and incredible landmarks.
5. Times they have seen someone break a record.

LESSON 217

LEARNING OBJECTIVES

- Can describe wishes, dreams, hopes, and ambitions.
- Can identify specific information in informal speech.
- Can generally understand details of events, feelings, and wishes in writing.
- Can write a concise summary of the main ideas of a longer structured text.

GRAMMAR

- **Wish** and **if only** to express wishes related to the present or future.

SPREAD PAGE | The student explores the picture and says what he/she thinks he/she will learn about. He/She also

listens to the Learning Objectives of this batch of lessons and follows them on **Wiz.tab**.

INTERPRETING THE PICTURE | The student answers the two questions from this section out loud: **What's the man holding?** (A poster saying, "Stop discrimination.") / **What kinds of discrimination could the man be fighting against?** (Possible answers: Race, gender, sexual orientation, etc.)

NOTE | Ask students if they have watched the **Language Functions** video on **Wiz.me**, at home, before coming to class. Encourage them to do so as preparation for each **Input Lesson**.

GETTING READY! REMINDER | The student is asked if he/she has prepared for the lesson by accessing the **Getting Ready!** and **Video** cards on **Wiz.me**. Then he/she has to answer two questions related to the theme of the lesson: **What is an example of a generous action?** (Answers may vary.) / **What groups of people are considered underprivileged?** (Possible answers: Ethnic minorities, migrants, people with disabilities, the elderly, the homeless, etc.)

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

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

INTERACTIVE TASK

Pronunciation Practice

The student reproduces the following words separately to reinforce pronunciation: **justice** / **assistance** / **access** / **underprivileged** / **generous**

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

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

INTERACTIVE TASK

Match

The student matches the sentences to the corresponding pictures. **Audio script:** We should all stand up for justice. / She is fighting against discrimination. / I wish I could get assistance from the teacher. / He is a generous and fair friend.

INTERACTIVE TASK

Maze

The student unscrambles the sentences by dragging the boxes vertically. **Audio script:** She wishes we all had conditions to help the underprivileged. / I wish my parents had backed me up when I shared about

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being bullied at school. / If only he could fight against discrimination at school. / We wish we could promote a fundraising event for humanitarian causes.

LANGUAGE PRACTICE | The student listens to a sentence and says it out loud. Then he/she listens to a word and says the sentence again using the word given. Whenever there is a question, the student should reproduce and answer it out loud. In case the student is not reproducing the content out loud, call his/her attention to do so.

AUDIO RECAP | The student listens to the audio of **Verbs**, **New Words**, **Useful Phrases**, and **Language Functions** sections again and reproduces them out loud. In case the student is not reproducing the content out loud, call his/her attention to do so.

GET REAL | The student begins by listening, reproducing, and answering the questions from the **Getting the most out of the theme** box. After completing this, they should read the text in their book. Then, in his/her notebook, he/she writes what the text is about and shows it to you during the Teacher Support. As a wrap-up, he/she completes an interactive task with the words from the **Take a Look!** box by dragging them to the correct picture.

DISCUSSION | The student listens, reproduces, and answers the questions out loud one at a time. In case the student is not reproducing the content out loud, call his/her attention to do so.

LEARNING OBJECTIVE CHECKING | The student checks the content he/she learned in this lesson on the spread page.

HOMEWORK INSTRUCTIONS | The student listens to the **Homework** instructions for the **Workbook** and **Wiz.me**. He/She is instructed to do the **Speak Up!** and **What's More?** cards, to listen to the class's audio on the **Listen Up!** card, and to watch the **Language Functions** video on the **Video** card.

NOTE | If this is the student's first class in **Teens 8 3rd Edition**, remind him/her to do the **Zero Class** and the **Pre-diagnosis Test** on **Wiz.me**.

TEACHER SUPPORT – 5'

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

DRILLING PRACTICE

1. I wish I could offer you assistance. / better conditions / a fair life
2. She wishes there weren't underprivileged people in the world. / wasn't - racism / wasn't - discrimination

3. If only she had more time to work on humanitarian causes. / opportunities / resources

GET REAL | Check the student's understanding of what the **Get Real** text is about and choose one of the questions from this section to discuss with him/her:

1. Why is this teenager promoting this type of inclusion? (To create a more inclusive educational environment.)
2. Besides helping the Deaf community, what is another advantage of having sign language in the curriculum? (Possible answer: It will provide all students with valuable communication skills that can benefit them in various aspects of their lives.)

DISCUSSION | Choose one of the questions from this section and discuss it with the student:

- a. Do you think it's important to promote equal rights in school? Why? (Answers may vary.)
- b. How can your generation contribute to a fairer society? (Answers may vary.)
- c. What generous attitudes do you wish everyone could share? (Answers may vary.)

LEARNING OBJECTIVE CHECKING | Check if the student marked the content he/she learned in this lesson. If time allows, take this opportunity to reinforce what the student has learned by referring to the following LOs to ask the student for some examples:

- identify and explain possible ways to fight discrimination
- describe wishes and desires related to the present or future

HOMEWORK INSTRUCTIONS | Check if the student has any questions about the **Homework**. Remind him/her to access the **Speak Up!** and **What's More?** cards, and complete the activities related to **Lesson 217**. The student should also listen to the audio on the **Listen Up!** card. Encourage him/her to access the **Video** card and watch the **Language Functions** video.

Should you have extra time

Read the sentences and ask the student to reproduce them out loud. Then ask him/her to substitute **wish** for **if only** and vice versa.

1. I wish I could offer you assistance.
2. If only we could stand up for ourselves.
3. If only they promoted a campaign to help the poor.
4. He wishes he could offer you access to education.
5. She wishes she wasn't the only one fighting against bullying.

LESSON 218

REITERATIVE LEARNING OBJECTIVES

- Can describe wishes, dreams, hopes, and ambitions.
- Can identify specific information in informal speech.
- Can generally understand details of events, feelings, and wishes in writing.

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

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

INTERACTIVE TASK

Content Review — Assessment

The student answers questions to review what he/she learned in the previous lesson: **Why is it important to stand up for what you believe in?** (Answers may vary) / **Has anyone ever backed you up? What happened?** (Answers may vary) / **What could you do to help the underprivileged?** (Answers may vary.)

FLUENCY PRACTICE | The student pays attention to the model and observes what changes from one sentence to another. Then he/she changes the sentences according to the model. To correct the student's production, he/she drags the boxes to the corresponding content.

Answer key: a. I wish there were more people promoting humanitarian causes. / b. If only underprivileged people had access to good health care. / c. If only he backed me up when I needed assistance. / d. I wish the government could offer the same living conditions to everyone. / e. I wish I could stand up for my rights.

DRILLING PRACTICE | The student does the drilling practice along with the audio material. In case the student is not reproducing the content out loud, call his/her attention to do so.

SAY WHAT YOU THINK | The student reads the sentences and reproduces them out loud. Then, in his/her notebook, he/she writes his/her opinions about each sentence to show it to you during the Teacher Support. He/She is also guided to use the content in the **Useful Language** box.

LISTEN, CHOOSE, AND DISCUSS | The student is guided to complete the first passage by reading the sentence, question, and options. Then he/she listens to the audio to understand the general idea of it and listens to it a second time to choose the answer that corresponds to what he/she hears. The student follows the same

procedure for the second passage. The **Wiz.tab** explains that further discussion about the content will be held during the Teacher Support.

LET'S GET AROUND | To start, the student looks at the first picture of the section and says some words or ideas related to what he/she sees. He/She is instructed to watch the video on the **Video** card on **Wiz.me** and to answer the question on the quiz before the answer is revealed. The student watches the video a second time, so that in his/her notebook, he/she can take notes of important information to help him/her decide what his/her podcast will be about. To finish, he/she answers some comprehension questions about the video. **Audio script:** *What characters are the avatars in the video? (Alice and Akio.) / What kind of podcast are they listening to? (A panel podcast.)*

NOTE | Students should write a final podcast script containing up to 270 words, and the final audio recording should be no longer than 2 minutes. The podcast audio will only be recorded in the **Review Lesson**.

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

HOMEWORK INSTRUCTIONS | The student is guided to do the **Homework** on **Wiz.me**. Continuing on **Wiz.me**, he/she is advised to listen to the lesson's audio on the **Listen Up!** card, to practice pronunciation on the **Speak Up!** card, and to prepare for the next lesson using the **Getting Ready!** and **Video** cards.

TEACHER SUPPORT – 5'

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

DRILLING PRACTICE

1. She wishes she could donate money to humanitarian causes. / save endangered species / protect the environment
2. If only people had better living conditions. / access to quality education / access to quality health care
3. If only we backed them up when they needed. / stood up for them / gave them assistance

SAY WHAT YOU THINK | Check the student's sentences giving his/her opinion about each sentence of the exercise.

LISTEN, CHOOSE, AND DISCUSS | Read one of the following questions and discuss it with the student:

1. a. **What challenges does a student with Down syndrome usually face?** (Possible answers: They could have social difficulties, like making friends and

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participating in social activities, in addition to academic challenges.)

b. How can we promote a positive environment for these students in a school? (Possible answer: Being friendly, respectful, collaborative, etc.)

2. a. How did having friends help Daiki in school? (His friends backed him up when he faced discrimination and helped him with his English skills.)
b. How could you help underprivileged students at school? (Answers may vary.)

LET'S GET AROUND | Ask the student one of the comprehension questions about the video and then check if he/she has any questions regarding the podcast script production.

UNLOCK | Choose two of the following content and ask the student to read some of the answers he/she wrote for this section: Give examples of humanitarian causes; / Give examples of ways to help the underprivileged; / Give examples of kinds of discrimination; / How can you promote equality in your social circles?

Should you have extra time

Ask the student to reproduce and complete the following sentences:

1. I wish everyone had access to education because...
2. I wish discrimination didn't exist because...
3. If only he didn't have to fight against poverty. I think...
4. If only I could promote a campaign to help the flood victims. I can help by...
5. I wish the government could offer all citizens access to education, but...

LESSON 219

LEARNING OBJECTIVES

- Can talk about possibilities in the past.
- Can express inferences and assumptions about the past.
- Can understand main points of both oral and written content.
- Can identify key information in an extended text or article.
- Can write a concise summary of the main ideas of a longer structured text.

GRAMMAR

- Could(n't) have + past participle to talk about past possibilities.
- Must have + past participle to express inferences and assumptions about the past.

ASSESSMENT | The student is asked questions to review the content of the previous lessons. **Audio script:**

Name an organization that provides humanitarian aid. (Possible answers: Doctors Without Borders, Save the Children, Red Cross, etc.) / What can the government do to promote equality for underprivileged children? (Possible answers: They can promote equal access to education and health care.) / How can we fight against discrimination? (Possible answer: By promoting campaigns to educate people.)

INTERPRETING THE PICTURE | The student answers the two questions from this section out loud: **What does the picture represent?** (Possible answers: Diversity, friendship, having fun with friends.) / **How does racial diversity contribute to the richness of society?** (Possible answer: It brings varied perspectives, cultures, and experiences to society.)

NOTE | Ask students if they have watched the **Language Functions** video on **Wiz.me**, at home, before coming to class. Encourage them to do so as preparation for each **Input Lesson**.

GETTING READY! REMINDER | The student is asked if he/she has prepared for the lesson by accessing the **Getting Ready!** and **Video** cards on **Wiz.me**. Then he/she has to answer two questions related to the theme of the lesson: **How can tolerance be demonstrated?** (Answers may vary.) / **How can judging people by their looks impact their lives?** (Answers may vary.)

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

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

INTERACTIVE TASK

Pronunciation Practice

The student reproduces the following words separately to reinforce pronunciation: **tolerance** / **criticism** / **courage** / **minority** / **toward**

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

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

INTERACTIVE TASK**Match**

The student matches the sentences to the corresponding pictures. **Audio script:** She could have shown more respect to her parents. / She could have demonstrated more tolerance. / The majority of the students stand for inclusion. / He judged her because of her race and looks.

INTERACTIVE TASK**Maze**

The student unscrambles the sentences by dragging the boxes vertically. **Audio script:** They couldn't have looked down on the minority because they are part of it. / The student must have received a lot of criticism for not demonstrating tolerance. / They must have had a lot of courage to stand for their beliefs. / I could have looked down on him because he was not tolerant at all, but I showed respect.

LANGUAGE PRACTICE | The student listens to a sentence and says it out loud. Then he/she listens to a word and says the sentence again using the word given. Whenever there is a question, the student should reproduce and answer it out loud. In case the student is not reproducing the content out loud, call his/her attention to do so.

AUDIO RECAP | The student listens to the audio of **Verbs**, **New Words**, **Useful Phrases**, and **Language Functions** sections again and reproduces them out loud. In case the student is not reproducing the content out loud, call his/her attention to do so.

GET REAL | The student begins by listening, reproducing, and answering the questions from the **Getting the most out of the theme** box. After completing this, they should read the text in their book. Then, in his/her notebook, he/she writes what the text is about and shows it to you during the Teacher Support. As a wrap-up, he/she completes an interactive task with the words from the **Take a Look!** box by dragging them to the correct picture.

DISCUSSION | The student listens, reproduces, and answers the questions one at a time. In case the student is not reproducing the content out loud, call his/her attention to do so.

LEARNING OBJECTIVE CHECKING | The student checks the content he/she learned in this lesson on the spread page.

HOMEWORK INSTRUCTIONS | The student listens to the **Homework** instructions for the **Workbook** and **Wiz.me**. He/She is instructed to do the **Speak Up!** and **What's More?** cards, to listen to the class's audio on the **Listen Up!** card, and to watch the **Language Functions** video on the **Video** card.

TEACHER SUPPORT – 5'

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

DRILLING PRACTICE

1. They could have shown a bit more tolerance. / had / demonstrated
2. We couldn't have judged his work the way we did. / behavior / attitudes
3. They must have provided some fair criticism of the article. / serious / heavy

GET REAL | Check the student's understanding of what the **Get Real** text is about and choose one of the questions from this section to discuss with him/her:

1. Why do you think Anne Frank's diary is considered one of the most widely read non-fiction works? (Possible answer: Because it tells her own story during the Holocaust, all about her feelings and experiences, making it personal.)
2. Why does the Anne Frank Trust in West London share the powerful story of the Jewish teenager's years? (Possible answer: To teach young people about important values like tolerance, courage, and respect.)

DISCUSSION | Choose one of the questions from this section and discuss it with the student:

- a. What would you write about in a diary? (Answers may vary)
- b. Why should we avoid judging people? (Answers may vary)
- c. How can we show respect and tolerance toward other people? (Answers may vary.)

LEARNING OBJECTIVE CHECKING | Check if the student marked the content he/she learned in this lesson. If time allows, take this opportunity to reinforce what the student has learned by referring to the following LOs to ask the student for some examples:

- discuss how to deal with differences respectfully
- express possibilities and assumptions about the past

HOMEWORK INSTRUCTIONS | Check if the student has any questions about the **Homework**. Remind him/her to access the **Speak Up!** and **What's More?** cards, and complete the activities related to **Lesson 219**. The student should also listen to the audio on the **Listen Up!** card. Encourage him/her to access the **Video** card and watch the **Language Functions** video.

Should you have extra time

For numbers 1-3, read one situation at a time and ask the student to think about what must have happened. For numbers 4-5, ask the student what these people could have done to avoid the situation.

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1. Jack considers prejudice unacceptable.
2. The school has a program dedicated to promoting inclusion.
3. We need to guarantee equal opportunities for minority groups.
4. Gina looked down on her new classmate and she was really rude. Now she found out that their parents are friends.
5. Leonard lost the courage to speak in public and he lost points in his presentation because of that.

LESSON 220

REITERATIVE LEARNING OBJECTIVES

- Can talk about possibilities in the past.
- Can express inferences and assumptions about the past.
- Can understand the main points of both oral and written content.

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

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

INTERACTIVE TASK

Content Review — Assessment

The student answers questions to review what he/she learned in the previous lesson: **Why do people look down on others? (Answers may vary.) / What are some of the ways to show respect to other people? (Answers may vary.) / In which ways is judging people prejudicial to others and to ourselves? (Answers may vary.)**

ASK YOUR FRIEND IF | The student is instructed to look at and listen to the example. Then he/she forms the questions based on the content given. He/She should ask the questions to you or a classmate during the Teacher Support.

DRILLING PRACTICE | The student does the drilling practice along with the audio material. In case the student is not reproducing the content out loud, call his/her attention to do so.

SAY IT RIGHT! | The student pays attention to the example, listens to the other sentences, and reads them out loud, paying attention to the arrows at the end of

the sentences and questions. For further practice, the student has to say only the words in bold out loud. During the Teacher Support, the student will be given two sentences and he/she has to read them out loud to you.

WHAT'S MISSING? | The student looks at the image and the title of the text and predicts what the text is about. Then he/she reads the text and completes the gaps in the book using the words from the box. To correct the answers, on the **Wiz.tab**, the student drags the words to the right gap. During the Teacher Support, the student will ask you the two questions with the extra words from the box.

LET'S GET AROUND | To start, the student looks at the second picture of the section and says some words or ideas related to what he/she sees. He/She is instructed to watch the video on the **Video** card on **Wiz.me** and to answer the question on the quiz before the answer is revealed. The student watches the video a second time, so that in his/her notebook, he/she can take notes of important information to help him/her start writing his/her podcast script. To finish, he/she answers some comprehension questions about the video. **Audio script:** *What makes some athletes extraordinary, according to Mike? (Their mindset and determination.) / What athlete does he mention as being extraordinary? (Jesse Owens, an African-American athlete who won a few gold medals in the 1936 Olympics in Germany.)*

NOTE | Students should write a final podcast script containing up to 270 words, and the final audio recording should be no longer than 2 minutes. The podcast audio will only be recorded in the **Review Lesson**.

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

HOMEWORK INSTRUCTIONS | The student is guided to do the **Homework** on **Wiz.me**. Continuing on **Wiz.me**, he/she is advised to listen to the lesson's audio on the **Listen Up!** card, to practice the pronunciation on the **Speak Up!** card, and to prepare for the next lesson using the **Getting Ready!** and **Video** cards.

TEACHER SUPPORT – 5'

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

DRILLING PRACTICE

1. We couldn't have looked down on him, could we? / judged / hurt
2. What could we have done to help them? / protect / support
3. He must have talked about inclusion during the meeting. / discrimination / tolerance

ASK YOUR FRIEND IF | Check if the questions are correct and then answer them or have your student interact with a classmate.

SAY IT RIGHT! | Ask the student to read the following sentences. Be attentive to his/her intonation (must be falling intonation) at the end of the sentence and question.

- e. She could have forgiven all the criticism toward her!
- f. They haven't looked down on their opponents, have they?

NOTE | For this activity, students will practice the pronunciation of falling intonation, which occurs when the pitch of the voice drops at the end of a sentence. We commonly use this in statements, commands, Wh-questions, confirmatory question tags, and exclamations. However, you may show them other examples if time allows.

- a. They must have judged you by your looks. →
- b. How could she have demonstrated her courage? →
- c. Show me what I must have done wrong. →
- d. You could have shown some tolerance. →
- e. She could have forgiven all the criticism toward her! →
- f. They haven't looked down on their opponents, have they? →

WHAT'S MISSING? | Check the two questions the student prepared using the words **majority** and **race** and answer them.

LET'S GET AROUND | Ask the student one of the comprehension questions about the video and then check if he/she has any questions regarding the podcast script production.

UNLOCK | Choose two of the following contents and ask the student to read some of the answers he/she wrote for this section: **Give examples of inclusion;** / **Give examples of situations in which people are tolerant;** / **Give examples of different races;** / **How does living with differences contribute to inclusion and a more diverse society?**

Should you have extra time

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

1. He could have been more understanding toward you. (tolerant)
2. She couldn't have been judged based on her race. (looks)

3. Could they have demonstrated more courage? (commitment)
4. They must have had problems with race discrimination. (mobility)
5. They could have been more tolerant toward the immigrants. (shown more respect to)

LESSON 221

LEARNING OBJECTIVES

- Can tell a short story about something funny or interesting that happened in the past.
- Can understand a story about extraordinary achievements with complex language.
- Can talk about people, places, and events using expressions for contrast.
- Can talk about abstract subjects such as persistence using a variety of language functions.
- Can write a concise summary of the main ideas of a longer structured text.

GRAMMAR

- **Past Perfect Continuous** to refer to ongoing past situations in the past.

ASSESSMENT | The student is asked questions to review the content of the previous lessons. **Audio script:** **What do we need courage for?** (Answers may vary.) / **How can looks be related to people's personalities?** (Answers may vary.) / **Why should we never look down on people?** (Answers may vary.)

INTERPRETING THE PICTURE | The student answers the two questions from this section out loud: **What is the boy celebrating?** (Possible answer: A victory in a basketball championship.) / **What sensation might he be experiencing?** (Possible answers: Pride, joy, gratitude, empowerment, etc.)

NOTE | Ask students if they have watched the **Language Functions** video on **Wiz.me**, at home, before coming to class. Encourage them to do so as preparation for each **Input Lesson**.

GETTING READY! REMINDER | The student is asked if he/she has prepared for the lesson by accessing the **Getting Ready!** and **Video** cards on **Wiz.me**. Then he/she has to answer two questions related to the theme of the lesson: **Who is the most skilled person you know?** (Answers may vary.) / **What dreams have you accomplished so far?** (Answers may vary.)

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

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

INTERACTIVE TASK

Pronunciation Practice

The student reproduces the following words separately to reinforce pronunciation: **obstacle / faith / champion / persistence / achiever**

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

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

INTERACTIVE TASK

Match

The student matches the sentences to the corresponding pictures. **Audio script:** The girl has a lot of determination. / The team was willing to thrive together. / He will thrive because of his visionary idea. / He is willing to overcome every obstacle.

INTERACTIVE TASK

Maze

The student unscrambles the sentences by dragging the boxes vertically. **Audio script:** The obstacle was big; however, the girl was willing to accomplish her goals. / I had been fighting with persistence, though I was tired. / The skilled champion had been pursuing his medal with determination. / We had been practicing every day to accomplish our dream.

LANGUAGE PRACTICE | The student listens to a sentence and says it out loud. Then he/she listens to a word and says the sentence again using the word given. Whenever there is a question, the student should reproduce and answer it out loud. In case the student is not reproducing the content out loud, call his/her attention to do so.

AUDIO RECAP | The student listens to the audio of **Verbs**, **New Words**, **Useful Phrases**, and **Language Functions** sections again and reproduces them out loud. In case the student is not reproducing the content out loud, call his/her attention to do so.

GET REAL | The student begins by listening, reproducing, and answering the questions from the **Getting the most out of the theme** box. After completing this, they should read the text in their book. Then, in his/her notebook, he/she writes what the text is about and shows it to you during the Teacher Support. As a wrap-up, he/she

completes an interactive task with the words from the **Take a Look!** box by dragging them to the correct picture.

DISCUSSION | The student listens, reproduces, and answers the questions one at a time. In case the student is not reproducing the content out loud, call his/her attention to do so.

LEARNING OBJECTIVE CHECKING | The student checks the content he/she learned in this lesson on the spread page.

HOMEWORK INSTRUCTIONS | The student listens to the **Homework** instructions for the **Workbook** and **Wiz.me**. He/She is instructed to do the **Speak Up!** and **What's More?** cards, to listen to the class's audio on the **Listen Up!** card, and to watch the **Language Functions** video on the **Video** card.

TEACHER SUPPORT – 5'

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

DRILLING PRACTICE

1. The skilled man had been working for hours on his project when I arrived. / visionary / talented
2. He hadn't been fighting hard to overcome obstacles before he got sick. / challenges / problems
3. Had their business been thriving before the drought? / technological revolution / flood

GET REAL | Check the student's understanding of what the **Get Real** text is about and choose one of the questions from this section to discuss it with him/her:

1. What incident drastically changed Alex Zanardi's life? (A major crash in a race in 2001.)
2. What sport did he fall in love with after the accident? (He fell in love with handcycling and became a champion handcyclist.)

DISCUSSION | Choose one of the questions from this section and discuss it with the student:

- a. How important is determination in overcoming obstacles? (Answers may vary.)
- b. What role does faith play in accomplishing goals? (Answers may vary.)
- c. In your opinion, what key characteristics do champions usually have? (Answers may vary.)

LEARNING OBJECTIVE CHECKING | Check if the student marked the content he/she learned in this lesson. If time allows, take this opportunity to reinforce what the student has learned by referring to the following LOs to ask the student for some examples:

- talk about accomplishments
- describe ongoing situations in the past

HOMEWORK INSTRUCTIONS | Check if the student has any questions about the **Homework**. Remind him/her to access the **Speak Up!** and **What's More?** cards, and complete the activities related to **Lesson 221**. The student should also listen to the audio on the **Listen Up!** card. Encourage him/her to access the **Video** card and watch the **Language Functions** video.

Should you have extra time

Ask the student to reproduce the sentences and then change just one word in each:

1. Her determination is what makes her an achiever.
2. He is difficult to deal with; however, I admire his persistence.
3. Fighters always run the risk of injury.
4. He is willing to stand up for his rights.
5. He is a skilled artist, though I don't like his style.

LESSON 222

REITERATIVE LEARNING OBJECTIVES

- Can tell a short story about something funny or interesting that happened in the past.
- Can talk about people, places, and events using expressions for contrast.
- Can talk about abstract subjects such as persistence using a variety of language functions.

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

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

INTERACTIVE TASK

Content Review — Assessment

The student answers questions to review what he/she learned in the previous lesson: **What do you do when you face an obstacle? / Do you know anyone who, in your opinion, thrived in business? / What have you accomplished so far? And what would you like to accomplish in life?**

ASK AND ANSWER | After saying what comes to mind when he/she sees the picture, the student is instructed to listen, reproduce, and pay attention to the model. He/She completes the exercise orally and writes answers in his/her book. In order to correct the activity, he/she matches the questions and answers. **Answer key:** **How long had she been studying when the lights went off?**

(She had been studying for half an hour.) / How long had you been practicing before becoming a champion? (I had been practicing for five years.) / What had they been doing to thrive in their careers? (They had been working on (their) leadership skills.) / What had the fighter been doing to overcome obstacles? (The fighter had been reading self-help books.) / How long had your parents been trying to accomplish success? (They had been trying to accomplish success for almost a decade.)

DRILLING PRACTICE | The student does the drilling practice along with the audio material. In case the student is not reproducing the content out loud, call his/her attention to do so.

DISCUSS A SOLUTION | As a preparation, on the **Wiz.tab**, the student is given two minutes to look at the situation given and take notes supporting his/her opinion. He/She is instructed to finish the exercise during the Teacher Support.

GOING FURTHER | The student listens and reads the questions and the content of the **Useful Language** box and then reads them out loud. He/She is instructed to discuss the questions during the Teacher Support with you or a classmate.

LET'S GET AROUND | To start, the student looks at the third picture of the section and says some words or ideas related to what he/she sees. He/She is instructed to watch the video on the **Video** card on **Wiz.me** and to answer the question on the quiz before the answer is revealed. The student watches the video a second time, so that in his/her notebook, he/she can take notes of important information to help him/her finish writing and reviewing his/her podcast script. To finish, he/she answers some comprehension questions about the video. **Audio script:** **How can extraordinary athletes inspire young people, according to Mike? (By teaching them the importance of hard work, persistence, dedication, and resilience.) / What advice does Joyce leave in the podcast? (For people to stay focused, work hard, and not lose sight of their goals.)**

NOTE | Students should write a final podcast script containing up to 270 words, and the final audio recording should be no longer than 2 minutes. The podcast audio will only be recorded in the **Review Lesson**.

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

HOMEWORK INSTRUCTIONS | The student is guided to do the **Homework** on **Wiz.me**. Continuing on **Wiz.me**, he/she is advised to listen to the lesson's audio on the **Listen Up!** card, to practice pronunciation on the **Speak Up!** card, and to prepare for the next lesson by watching the **Pinpoint** video, at home, on the **Video** card. Ask the student to complete the activity **Propose a Solution** in **Wiz Mock**.

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TEACHER SUPPORT – 5'

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

DRILLING PRACTICE

1. I had been practicing big wave surfing regularly before I got hurt. / martial arts / snowboarding
2. He is not willing to take the risk. / put a lot of effort into it / cope with this situation
3. What have you been doing to accomplish your goals? / thrive in your studies / improve your communication skills

DISCUSS A SOLUTION | Talk about the views, reach a conclusion, or propose a solution to the problem given. Encourage the student to justify their idea and to mention the advantages and disadvantages of their solution: You wish to accomplish something special. Which of the tips or pieces of advice provided do you believe could help you? Justify.

Suggestions given by the Student's Book: Be a willing person to overcome obstacles. / Have clear goals in mind. / Work on goals with persistence and determination. / Have visionary ideas. / Count on influential people for guidance. / Be thankful for accomplishing small things.

Encourage the student to use the content from the **Useful Language** box:

It's... though it isn't ...
I don't think it would ...
Let's consider ...
On the other hand ...

GOING FURTHER | Discuss the following questions with the student:

1. How does persistence play a role in achieving long-term goals? Can you share an example from your own experience? (Answers may vary.)
2. How do you define determination in the context of pursuing your dreams? Why is it essential? (Answers may vary.)
3. Can you name some para-athletes widely recognized for their determination and persistence? (Possible answers: Daniel Dias, a Brazilian swimmer; Tatyana McFadden, an American wheelchair racer; Zahra Nemati, an Iranian archer; Rudy Garcia-Tolson, an American swimmer and triathlete.)
4. Are you a willing person when it comes to overcoming obstacles to accomplish your dreams? Justify your answer. (Answers may vary.)

LET'S GET AROUND | Ask the student one of the comprehension questions about the video and then check if he/she has any questions regarding the podcast script production.

UNLOCK | Choose two of the following contents and ask the student to read some of the answers he/she wrote for this section: Give examples of athletes you consider skilled; / Give examples of Olympic champions in your country; / Give examples of what to do to accomplish dreams or goals; / Do people who work on something with determination achieve better outcomes? Justify your answer.

Should you have extra time

Read the questions, have the student reproduce and answer them.

1. What goal are you close to accomplishing?
2. Who was the last World Cup champion?
3. What visionary ideas have you heard about in the last few years?
4. Is it faith that makes a champion?
5. What have you been doing to improve your communication skills?

REVIEW – SHARING SIMILARITIES, EMBRACING DIFFERENCES

HOMEWORK REMINDER | The student is asked if he/she has done the cards from the previous lesson on **Wiz.me**.

PINPOINT | First, the student answers questions related to the **Pinpoint** theme, looks at the picture in his/her book, and says what comes to mind. After that, he/she answers questions based on the video. In order to confirm his/her answers, the student has to match the content from the boxes. **Answer key:**

- What does the acronym "IDEA" mean? (It means Inclusion, Diversity, Equity, and Accessibility.)
- How is "diversity" defined in the video? (Diversity is defined as the differences between individuals, either visible or invisible.)
- What is the difference between "equality" and "equity"? (Equality means that everyone gets the same thing, while equity means that people get what they need to thrive and participate fully in an organization or in society.)
- What does accessibility refer to? (Accessibility refers to the design of services, products, environments, and websites so that people with varying abilities can participate fully.)

CONVERSATION PRACTICE | The student listens to some questions and answers them out loud. In case the student is not reproducing the content out loud, call his/her attention to do so.

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

SELF-ASSESSMENT – STUDENT'S BOOK

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

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

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

LET'S GET AROUND | The student is guided to recap the situations by watching the three **Let's Get Around** videos in the **Video** cards in the **Output Lessons**. He/She should also review the notes written in the previous **Output Lessons**. Then he/she is instructed to record the podcast on the smartphone and present it to you and their colleagues at the end of the class. In case the student does not have a recording device, he/she is instructed to present a live podcast. The idea here is for you, the teacher, to guess which kind of podcast the student is presenting.

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

LET'S CHECK AND HOW AM I DOING? | The student is guided to do the **Let's Check!** and **How Am I doing?** cards on **Wiz.me**.

HOMEWORK INSTRUCTIONS | The student listens to the **Homework** instructions for the **Workbook** activities. He/ She is also reminded to watch the three **Let's Get Around** videos again, do the **Let's Check!, How Am I Doing?** and **Wiz.battle** cards to complete the activities related to the **Review Lesson**. He/She should also listen to the audio on the **Listen Up!** card. For **Lesson 223**, remind the student to access the **Getting Ready!** and **Video** cards to watch the **Language Functions** video.

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

TEACHER SUPPORT – 5'

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

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

1. Is it important to understand and respect the differences between people? Why?
2. How should inclusion programs be improved in schools?

3. What does tolerance mean to you?
4. How do you think schools can better support students who have different learning needs?
5. In your opinion, do we live in a fair society? Justify your answer.
6. Are you a willing person when it comes to making society a better place? Justify your answer.

SELF-ASSESSMENT – STUDENT'S BOOK | Make sure to check the answers the student marked before the **Closing** step. Take notes of relevant information to share with your coordinator. Check/contextualize/model any questions, or unclear and difficult content.

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

LET'S GET AROUND | Have the student present his/her podcast to you or a classmate for you to guess what kind of podcast the student is presenting.

NOTE | Students should write a final podcast script containing up to 270 words, and the final audio recording should be no longer than 2 minutes.

LEARNING OBJECTIVE CHECKING | Check if the student marked the content he/she learned in this batch of lessons. If time allows, take this opportunity to reinforce what the student has learned by referring to the following LOs to ask the student for some examples:

- identify and explain possible ways to fight discrimination
- describe wishes and desires related to the present or future
- discuss how to deal with differences respectfully
- express possibilities and assumptions about the past
- talk about accomplishments
- describe ongoing situations in the past

HOMEWORK INSTRUCTIONS | Check if the student has any questions about the **Homework**. For **Lesson 223**, remind the student to access the **Getting Ready!** and **Video** cards to watch the **Language Functions** video.

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

Should you have extra time

Ask the student to create a sentence using:

1. to fight against
2. to stand up for
3. look down on
4. accomplish
5. obstacle

INTERACTIVE TEACHER'S GUIDE

LESSON 223

LEARNING OBJECTIVES

- Can bring relevant personal experiences into a conversation to illustrate a point.
- Can compare and contrast actions and situations.
- Can understand news reports about celebrations in other countries.
- Can write a concise summary of the main ideas of a longer structured text.

GRAMMAR

- **While** and **whereas** to contrast and compare actions and situations.
- Adverbial intensifiers with adjectives.

SPREAD PAGE | The student explores the picture and says what he/she thinks he/she will learn about. He/She also listens to the Learning Objectives of this batch of lessons and follows them on **Wiz.tab**.

INTERPRETING THE PICTURE | The student answers the two questions from this section out loud: *What idea does the scene convey? (Possible answer: A birthday celebration.) / Besides balloons, what other things would you have at a birthday celebration? (Possible answers: A birthday cake, party hats, decorations, food, and snacks, among others.)*

NOTE | Ask students if they have watched the **Language Functions** video on **Wiz.me**, at home, before coming to class. Encourage them to do so as preparation for each **Input Lesson**.

GETTING READY! REMINDER | The student is asked if he/she has prepared for the lesson by accessing the **Getting Ready!** and **Video** cards on **Wiz.me**. Then he/she has to answer two questions related to the theme of the lesson: *What is an example of a theme party? (Answers may vary) / What kind of celebration do you find dull? (Answers may vary)*

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

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

INTERACTIVE TASK

Pronunciation Practice

The student reproduces the following words separately to reinforce pronunciation: *pool party / theme party / get-together / enjoyable / dull*

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

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

INTERACTIVE TASK

Match

The student matches the sentences to the corresponding pictures. **Audio script:** *She celebrated her 16th birthday in style! / I'm having some friends over for a game night. / Pool parties are extremely fun! / The theme party was incredibly enjoyable!*

INTERACTIVE TASK

Maze

The student unscrambles the sentences by dragging the boxes vertically. **Audio script:** *She loves celebrating her birthdays, whereas her sister finds it stressful. / While I prefer having a pool party this weekend, my friends prefer a game night. / My parents love attending celebrations, whereas I find them extremely dull. / While get-togethers can be stressful, having friends over can be enjoyable!*

LANGUAGE PRACTICE | The student listens to a sentence and says it out loud. Then he/she listens to a word and says the sentence again using the word given. Whenever there is a question, the student should reproduce and answer it out loud. In case the student is not reproducing the content out loud, call his/her attention to do so.

AUDIO RECAP | The student listens to the audio of **Verbs**, **New Words**, **Useful Phrases**, and **Language Functions** sections again and reproduces them out loud. In case the student is not reproducing the content out loud, call his/her attention to do so.

GET REAL | The student begins by listening, reproducing, and answering the questions from the **Getting the most out of the theme** box. After completing this, they should read the text in their book. Then, in his/her notebook, he/she writes what the text is about and shows it to you during the Teacher Support. As a wrap-up, he/she completes an interactive task with the words from the **Take a Look!** box by dragging them to the correct picture.

DISCUSSION | The student listens, reproduces, and answers the questions one at a time. In case the student is not reproducing the content out loud, call his/her attention to do so.

LEARNING OBJECTIVE CHECKING | The student checks the content he/she learned in this lesson on the spread page.

HOMEWORK INSTRUCTIONS | The student listens to the **Homework** instructions for the **Workbook** and **Wiz.me**. He/She is instructed to do the **Speak Up!** and **What's More?** cards, to listen to the class's audio on the **Listen Up!** card, and to watch the **Language Functions** video on the **Video** card.

NOTE | If this is the student's first class in *Teens 8 3rd Edition*, remind him/her to do the **Zero Class** and the **Pre-diagnosis Test** on **Wiz.me**.

TEACHER SUPPORT – 5'

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

DRILLING PRACTICE

1. Pool parties are incredibly fun. / stressful / enjoyable
2. He is the life of the party, whereas I don't like the attention. / She / My father
3. While he loves game nights, I find quiet evenings more enjoyable. / theme parties / get-togethers

GET REAL | Check the student's understanding of what the **Get Real** text is about and choose one of the questions from this section to discuss it with him/her:

1. What party was Rubi Ibarra celebrating? (Quinceañera, her 15th birthday)
2. What made her celebration go viral? (A video invitation from her father on social media.)

DISCUSSION | Choose one of the questions from this section and discuss it with the student:

- a. Share a funny story about a party you've been to. (Answers may vary.)
- b. What are some common reasons why organizing parties or events can become stressful? (Answers may vary.)
- c. For you, what makes a celebration enjoyable? (Answers may vary.)

LEARNING OBJECTIVE CHECKING | Check if the student marked the content he/she learned in this lesson. If time allows, take this opportunity to reinforce what the student has learned by referring to the following LOs to ask the student for some examples:

- talk about a variety of celebrations
- compare and contrast actions and situations

HOMEWORK INSTRUCTIONS | Check if the student has any questions about the **Homework**. Remind him/her to access the **Speak Up!** and **What's More?** cards, and complete the activities related to **Lesson 223**. The student should also listen to the audio on the **Listen Up!** card. Encourage him/her to access the **Video** card and watch the **Language Functions** video.

Should you have extra time

Ask the student to reproduce and complete the following sentences:

1. While I think game nights are extremely enjoyable....
2. While I think game nights are dull....
3. While I want to celebrate my birthday in style this year....
4. I don't enjoy attending game nights, whereas...
5. I'm having my best friend over tonight, whereas...

LESSON 224

REITERATIVE LEARNING OBJECTIVES

- Can bring relevant personal experiences into a conversation to illustrate a point.
- Can compare and contrast actions and situations.

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

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

INTERACTIVE TASK

Content Review — Assessment

The student answers questions to review what he/she learned in the previous lesson: **Have you ever attended a dull party? (Answers may vary.) / What, in your opinion, would be the perfect party for you? How would you celebrate a special occasion in style? (Answers may vary.) / How often do you have friends over? What do you usually do? (Answers may vary.)**

FLUENCY PRACTICE | The student pays attention to the model and observes what changes from one sentence to another. Then he/she changes the sentences according to the model. To correct the student's production, he/she drags the boxes to the corresponding content. **Answer key:**

- a. My parents think house parties are stressful, whereas I find them enjoyable. / b. While she likes theme parties, her siblings prefer family celebrations. / c. He never attends game nights, whereas he loves to play card games. / d. While I don't like attending celebrations, my sister is always the life of the party. / e. I don't like birthdays very much, whereas my cousin likes to celebrate them in style.

DRILLING PRACTICE | The student does the drilling practice along with the audio material. In case the student is not reproducing the content out loud, call his/her attention to do so.

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COMPLETE AND DISCUSS | After looking at the words in the box and saying them out loud, in his/her book, the student completes the questions.

FOCUS LISTENING | The student listens to the audio passage to get the gist of it. Then he/she is instructed to read letters a-d and listens to the audio one more time answering or taking notes in the space provided. After listening to the audio a third time to check answers, the student fills in the gaps to correct the activity on the **Wiz.tab**. As a wrap-up, during the Teacher Support, he/she discusses some questions about the topic with you.

LET'S GET AROUND | To start, the student looks at the first picture of the section and says some words or ideas related to what he/she sees. He/She is instructed to watch the video on the **Video** card on **Wiz.me** and to answer the question on the quiz before the answer is revealed. The student watches the video a second time, so that in his/her notebook, he/she can take notes of important information to help him/her decide what his/her podcast will be about. To finish, he/she answers some comprehension questions about the video. **Audio script:** What characters are the avatars in the video? (Mia is Clara, and Tony is Little Wiz.) / What kind of podcast are they producing? (An entertainment podcast.)

NOTE | Students should write a final podcast script containing up to 270 words, and the final audio recording should be no longer than 2 minutes. The podcast audio will only be recorded in the **Review Lesson**.

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

HOMEWORK INSTRUCTIONS | The student is guided to do the **Homework** on **Wiz.me**. Continuing on **Wiz.me**, he/she is advised to listen to the lesson's audio on the **Listen Up!** card, to practice the pronunciation on the **Speak Up!** card, and to prepare for the next lesson using the **Getting Ready!** and **Video** cards.

TEACHER SUPPORT – 5'

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

DRILLING PRACTICE

1. While we aren't having anybody over for dinner, we can still have fun. / for lunch / for breakfast
2. What incredibly fun event have you been to? / enjoyable / stressful
3. I think game nights are extremely dull, whereas my brother loves them. / birthday parties / get-togethers

FOCUS LISTENING | Discuss one of the following questions with your student: **Why are family traditions important?** (Possible answer: Family traditions usually bring family members closer and provide them with time to catch up and spend time with each other.) / **Why shouldn't people care about what others think of their likes and dislikes?** (Answers may vary.)

LET'S GET AROUND | Ask the student one of the comprehension questions about the video and then check if he/she has any questions regarding the podcast script production.

UNLOCK | Choose two of the following contents and ask the student to read some of the answers he/she wrote for this section: **Give examples of extremely stressful situations;** / **Give examples of types of celebrations;** / **Give examples of characteristics of a person who is usually the life of the party.** / **How can you plan the best surprise birthday party for a friend?**

Should you have extra time

Ask the student to reproduce the sentences and then change just one word in each:

1. They think attending theme parties is very dull.
2. She won't attend any events from now on.
3. When do you intend to celebrate your birthday?
4. Does he want to celebrate it in style?
5. While she enjoys game nights, he prefers theme parties.

LESSON 225

LEARNING OBJECTIVES

- Can show emphasis, interest, and appreciation in conversation using a range of expressions.
- Can emphasize a statement.
- Can structure a narrative into an organized sequence of events.
- Can write a concise summary of the main ideas of a longer structured text.
- Can recognize the writer's ideas in a written story.

GRAMMAR

- **Do** or **did** for emphasis.

ASSESSMENT | The student is asked questions to review the content of the previous lessons. **Audio script:** **How do you usually celebrate important dates, such as your birthday? (Answers may vary.) / What popular celebrations do people often attend in your country? (Answers may vary.) / What do you do when you feel bored during a party? (Answers may vary.)**

INTERPRETING THE PICTURE | The student answers the two questions from this section out loud: **What can you infer that the girl likes doing? (Possible answer: We can infer that she likes reading.) / Do you have a taste similar to hers when it comes to entertainment? Justify.** (Answers may vary.)

NOTE | Ask students if they have watched the **Language Functions** video on **Wiz.me**, at home, before coming to class. Encourage them to do so as preparation for each **Input Lesson**.

GETTING READY! REMINDER | The student is asked if he/she has prepared for the lesson by accessing the **Getting Ready!** and **Video** cards on **Wiz.me**. Then he/she has to answer two questions related to the theme of the lesson: **What are your thoughts on curfews? When do you believe they are necessary? (Answers may vary.) / What motivates someone to be a big reader? (Answers may vary.)**

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

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

INTERACTIVE TASK

Pronunciation Practice

The student reproduces the following words separately to reinforce pronunciation: **curfew / poetry / live entertainment / adventurous / lively**

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

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

INTERACTIVE TASK

Match

The student matches the sentences to the corresponding pictures. **Audio script:** **She did go to that music festival with her friend. / We did use to hang out before I had a curfew. / He entertained everybody with his travel stories. / She does read poetry once a week.**

INTERACTIVE TASK

Maze

The student unscrambles the sentences by dragging the boxes vertically. **Audio script:** **I have no interest in going to that music festival with them. / This hotel does offer live entertainment options for all ages. / I have no interest in becoming a big reader one**

day. I read for pleasure. / He is such an adventurous person. He entertains us all with his stories.

LANGUAGE PRACTICE | The student listens to a sentence and says it out loud. Then he/she listens to a word and says the sentence again using the word given. Whenever there is a question, the student should reproduce and answer it out loud. In case the student is not reproducing the content out loud, call his/her attention to do so.

AUDIO RECAP | The student listens to the audio of **Verbs**, **New Words**, **Useful Phrases**, and **Language Functions** sections again and reproduces them out loud. In case the student is not reproducing the content out loud, call his/her attention to do so.

GET REAL | The student begins by listening, reproducing, and answering the questions from the **Getting the most out of the theme** box. After completing this, they should read the text in their book. Then, in his/her notebook, he/she writes what the text is about and shows it to you during the Teacher Support. As a wrap-up, he/she completes an interactive task with the words from the **Take a Look!** box by dragging them to the correct picture.

DISCUSSION | The student listens, reproduces, and answers the questions one at a time. In case the student is not reproducing the content out loud, call his/her attention to do so.

LEARNING OBJECTIVE CHECKING | The student checks the content he/she learned in this lesson on the spread page.

HOMEWORK INSTRUCTIONS | The student listens to the **Homework** instructions for the **Workbook** and **Wiz.me**. He/She is instructed to do the **Speak Up!** and **What's More?** cards, to listen to the class's audio on the **Listen Up!** card, and to watch the **Language Functions** video on the **Video** card.

TEACHER SUPPORT – 5'

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

DRILLING PRACTICE

1. She does want to be a big reader. / become / know
2. They did entertain the audience with poetry. / songs / artworks
3. I do have to go home now. I have a curfew. / You / We

GET REAL | Check the student's understanding of what the **Get Real** text is about and choose one of the questions from this section to discuss it with him/her:

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1. Why did the author try California for a family trip? (The author wanted to try somewhere new. This was when California came to mind.)
2. How long did the author's family road trip last? (It lasted 16 days.)

DISCUSSION | Choose one of the questions from this section and discuss it with your student:

- a. What adventures would you include on an outing with friends or family? (Answers may vary.)
- b. How much enjoyment do you find in just hanging out with friends? (Answers may vary.)
- c. What is some popular live entertainment that people your age enjoy attending? (Answers may vary.)

LEARNING OBJECTIVE CHECKING | Check if the student marked the content he/she learned in this lesson. If time allows, take this opportunity to reinforce what the student has learned by referring to the following LOs to ask the student for some examples:

- talk about entertainment options
- emphasize a statement

HOMEWORK INSTRUCTIONS | Check if the student has any questions about the **Homework**. Remind him/her to access the **Speak Up!** and **What's More?** cards, and complete the activities related to **Lesson 225**. The student should also listen to the audio on the **Listen Up!** card. Encourage him/her to access the **Video** card and watch the **Language Functions** video.

Should you have extra time

Ask the student to read the sentences out loud and give emphasis using **do** or **did**.

1. They have an interest in going on an adventure outing.
2. I treated myself to a relaxing day.
3. He found enjoyment in streaming games.
4. We found a cool live entertainment destination.
5. They enjoyed the best lively music ever.

LESSON 226

REITERATIVE LEARNING OBJECTIVES

- Can show emphasis, interest, and appreciation in conversation using a range of expressions.
- Can emphasize a statement.
- Can structure a narrative into an organized sequence of events.

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

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

INTERACTIVE TASK

Content Review — Assessment

The student answers questions to review what he/she learned in the previous lesson: **Do you consider yourself an adventurous person? Why or why not? (Answers may vary.) / How often do you hang out with your friends? What do you usually do? (Answers may vary.) / Have you ever been to a music festival? Which one? If not, which one would you like to go to? (Answers may vary.)**

SPEAK RIGHT NOW | The student is instructed to pay attention to the example and then to reproduce the sentences out loud. He/She is instructed to create sentences by dragging the words to the correct order.

Audio script: They did find pleasure in hanging out after class. / We didn't have an adventurous experience because we preferred to relax. / Your friend does dance to upbeat music when he's upset. / Did you become a big reader before or after reading that series? / People do find enjoyment in a simple life, whereas others need much more than that. / You do treat yourself to an outing from time to time.

DRILLING PRACTICE | The student does the drilling practice along with the audio material. In case the student is not reproducing the content out loud, call his/her attention to do so.

SAY IT RIGHT! | The student pays attention to the example, listens to the other sentences, and reads them out loud, paying attention to the arrows at the end of the questions. For further practice, the student has to say only the words in bold out loud. During the Teacher Support, the student will be given two sentences and he/she has to read them out loud to you.

REORDER THE PARAGRAPHS | After saying what he/she thinks the text is about, the student reads the text and marks its correct order. He/She is given the answer key to the exercise and then is asked to practice reading the text, now in the right order, out loud. As a wrap-up, the student answers some questions about the topic out loud.

LET'S GET AROUND | To start, the student looks at the second picture of the section and says some words or ideas related to what he/she sees. He/She is instructed to watch the video on the **Video** card on **Wiz.me** and to answer the question on the quiz before the answer is revealed. The student watches the video a second time, so that in his/her notebook, he/she can take notes of important information to help him/her start writing his/her podcast script. To finish, he/she answers some

comprehension questions about the video. **Audio script:** What kind of party did Tony go to last week? (He went to a theme party.) / According to Mia and Tony, how must the atmosphere be during entertainment podcasts? (Light and fun.)

NOTE | Students should write a final podcast script containing up to 270 words, and the final audio recording should be no longer than 2 minutes. The podcast audio will only be recorded in the **Review Lesson**.

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

HOMEWORK INSTRUCTIONS | The student is guided to do the **Homework** on **Wiz.me**. Continuing on **Wiz.me**, he/she is advised to listen to the lesson's audio on the **Listen Up!** card, to practice the pronunciation on the **Speak Up!** card, and to prepare for the next lesson using the **Getting Ready!** and **Video** cards.

TEACHER SUPPORT – 5'

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

DRILLING PRACTICE

1. I was not allowed to hang out with my friends. / go on an outing / go to the poetry reading
2. Did he treat himself to a music festival? / movie session / bike ride
3. We do hang out with friends at the sports field. / the cafeteria / the ice cream parlor

SAY IT RIGHT! | Ask the student to read the following questions. Be attentive to his/her rising intonation at the end of the questions.

- a. Did you treat yourself to an adventurous outing?
- b. You did go to the last music festival, didn't you?

NOTE | For this activity, students will practice the pronunciation of rising intonation, which occurs when the pitch of the voice rises at the end of a sentence. We commonly use it in yes/no questions and question tags when our intention is to show uncertainty. Say that falling intonation is more common for question tags, but reinforce when rising intonation can be used with these types of sentences. You may show them other examples, if time allows.

- a. Did you treat yourself to an adventurous outing?
- b. You did go to the last music festival, didn't you?
- c. Have you ever been to this lively city?
- d. Did you hang out with friends every day?
- e. Was there live entertainment during the event?
- f. You do take pleasure in adventure, don't you?

LET'S GET AROUND | Ask the student one of the comprehension questions about the video and then check if he/she has any questions regarding the podcast script production.

UNLOCK | Choose two of the following contents and ask the student to read some of the answers he/she wrote for this section: **Give examples of live entertainment;** / **Give examples of popular music festivals;** / **Give examples of lively cities around the world.** / **How do you like to entertain yourself?**

Should you have extra time

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

1. His parents allowed him to watch the video game championship. (invited)
2. The live entertainment didn't have a celebrity to entertain the audience. (singer)
3. Are you allowed to go on a park outing? (watch this movie)
4. We were allowed to go to the music festival. (food truck park)
5. This time, I'll treat myself to a movie marathon at home. (fancy dinner)

LESSON 227

LEARNING OBJECTIVES

- Can tell someone about a discussion or conversation in some detail.
- Can add emphasis to a statement.
- Can write a concise summary of the main ideas of a longer structured text.

GRAMMAR

- **So** and **such (a)** with adjectives and nouns, respectively;
- **Yes/No** reported questions with **if/whether**.

ASSESSMENT | The student is asked questions to review the content of the previous lessons. **Audio script:** **How late are you allowed to stay out on weekends?** (Answers may vary.) / **What would you like to treat yourself with?** (Answers may vary.) / **What don't you have any interest in?** (Answers may vary.)

INTERPRETING THE PICTURE | The student answers the two questions from this section out loud: **What is the girl doing?** (Possible answer: She's cooking/making a pie or cake.) / **How do you think she feels?** (Possible answer: She seems to be enjoying it.)

INTERACTIVE TEACHER'S GUIDE

NOTE | Ask students if they have watched the **Language Functions** video on **Wiz.me**, at home, before coming to class. Encourage them to do so as preparation for each **Input Lesson**.

GETTING READY! REMINDER | The student is asked if he/she has prepared for the lesson by accessing the **Getting Ready!** and **Video** cards on **Wiz.me**. Then he/she has to answer two questions related to the theme of the lesson: **What can bond family members together? (Answers may vary.) / How much do you appreciate home-cooked meals? (Answers may vary.)**

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

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

INTERACTIVE TASK

Pronunciation Practice

The student reproduces the following words separately to reinforce pronunciation: **family dynamics / encouragement / home-cooked / mouth-watering / delicious**

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

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

INTERACTIVE TASK

Match

The student matches the sentences to the corresponding pictures. **Audio script:** *Dinnertime is such a meaningful moment to us. / I didn't want to gather around her boring conversation. / That home-cooked pasta is mouth-watering. / Making that delicious cake was a milestone for me.*

INTERACTIVE TASK

Maze

The student unscrambles the sentences by dragging the boxes vertically. **Audio script:** *I always try to make the most of my classes so I don't have to study at home. / He appreciated the encouragement, but preferred to be taught by example. / She asked me whether I had any meaningful connection to her. / We didn't ask her whether she preferred pizza or salad for dinner.*

LANGUAGE PRACTICE | The student listens to a sentence and says it out loud. Then he/she listens to a word and says the sentence again using the word given. Whenever

there is a question, the student should reproduce and answer it out loud. In case the student is not reproducing the content out loud, call his/her attention to do so.

AUDIO RECAP | The student listens to the audio of **Verbs**, **New Words**, **Useful Phrases**, and **Language Functions** sections again and reproduces them out loud. In case the student is not reproducing the content out loud, call his/her attention to do so.

GET REAL | The student begins by listening, reproducing, and answering the questions from the **Getting the most out of the theme** box. After completing this, they should read the text in their book. Then, in his/her notebook, he/she writes what the text is about and shows it to you during the Teacher Support. As a wrap-up, he/she completes an interactive task with the words from the **Take a Look!** box by dragging them to the correct picture.

DISCUSSION | The student listens, reproduces, and answers the questions one at a time. In case the student is not reproducing the content out loud, call his/her attention to do so.

LEARNING OBJECTIVE CHECKING | The student checks the content he/she learned in this lesson on the spread page.

HOMEWORK INSTRUCTIONS | The student listens to the **Homework** instructions for the **Workbook** and **Wiz.me**. He/She is instructed to do the **Speak Up!** and **What's More?** cards, to listen to the class's audio on the **Listen Up!** card, and to watch the **Language Functions** video on the **Video** card.

TEACHER SUPPORT – 5'

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

DRILLING PRACTICE

1. I had never eaten such a delicious apple pie. / blueberry / cherry
2. He asked me if cooking is my hobby. / painting / volunteering
3. She asked me whether we could make home-cooked food or not. / have friends over / go to a get-together

GET REAL | Check the student's understanding of what the Get Real text is about and choose one of the questions from this section to discuss it with him/her:

1. What does Michael Pollan want to do when he arrives home after a tour to promote his book? (He wants to cook for his family using a mouth-watering new recipe.)

2. What does gathering around the table at dinnertime mean to him? (For him, it is when parents establish a connection with their families and teach by example.)

DISCUSSION | Choose one of the questions from this section and discuss it with your student:

- What's the best home-cooked meal? (Answers may vary.)
- How does having meals together strengthen family connections? (Answers may vary.)
- What experiences do you like to share in the company of your family? (Answers may vary.)

LEARNING OBJECTIVE CHECKING | Check if the student marked the content he/she learned in this lesson. If time allows, take this opportunity to reinforce what the student has learned by referring to the following LOs to ask the student for some examples:

- discuss the importance of meals in establishing family connections
- express possibilities and alternatives

HOMEWORK INSTRUCTIONS | Check if the student has any questions about the **Homework**. Remind him/her to access the **Speak Up!** and **What's More?** cards, and complete the activities related to **Lesson 227**. The student should also listen to the audio on the **Listen Up!** card. Encourage him/her to access the **Video** card and watch the **Language Functions** video.

Should you have extra time

Ask the student to reproduce and answer the questions out loud.

- Who usually gathers around the table for dinner in your house?
- When is dinnertime in your house?
- Who would be a good company for a movie night?
- What can you teach your friends by example?
- Who would you appreciate having over for dinner at your house?

LESSON 228

REITERATIVE LEARNING OBJECTIVES

- Can tell someone about a discussion or conversation in some detail.
- Can add emphasis to a statement.

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

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

INTERACTIVE TASK

Content Review — Assessment

The student answers questions to review what he/she learned in the previous lesson: **Why is it important to teach people by example?** (Answers may vary.) / **What dish is mouth-watering to you?** (Answers may vary.) / **Do you try to make the most of every opportunity? Why?** (Answers may vary.)

ASK YOUR FRIEND IF | The student is instructed to look at and listen to the example. Then he/she forms the questions based on the content given. He/She should ask the questions to you or a classmate during the Teacher Support.

DRILLING PRACTICE | The student does the drilling practice along with the audio material. In case the student is not reproducing the content out loud, call his/her attention to do so.

DESCRIBE AND COMPARE | The student looks at the pictures in the book and takes notes comparing them. Then, he/she is given two minutes to practice his/her speaking before being given one of the questions from the book to answer out loud. During the Teacher Support, the student is to describe and compare the pictures to you.

GOING FURTHER | The student listens to the questions and to the content of the **Useful Language** box and then reads them out loud. He/She is instructed to discuss the questions during the Teacher Support with you or a classmate.

LET'S GET AROUND | To start, the student looks at the third picture of the section and says some words or ideas related to what he/she sees. He/She is instructed to watch the video on the **Video** card on **Wiz.me** and to answer the question on the quiz before the answer is revealed. The student watches the video a second time, so that in his/her notebook, he/she can take notes of important information to help him/her finish writing and reviewing his/her podcast script. To finish, he/she answers some comprehension questions about the video. **Audio script:** **What does Mia like more than parties?** (Friends, snacks, and games.) / **What is the quiz question, and what is the answer?** (Which statement is true about entertainment podcasts? The answer is letter B: The hosts use their personal experiences and opinions to make it more entertaining.)

INTERACTIVE TEACHER'S GUIDE

NOTE | Students should write a final podcast script containing up to 270 words, and the final audio recording should be no longer than 2 minutes. The podcast audio will only be recorded in the **Review Lesson**.

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

HOMEWORK INSTRUCTIONS | The student is guided to do the **Homework** on **Wiz.me**. Continuing on **Wiz.me**, he/she is advised to listen to the lesson's audio on the **Listen Up!** card, to practice pronunciation on the **Speak Up!** card, and to prepare for the next lesson by watching the **Pinpoint** video, at home, on the **Video** card. Ask the student to complete the activity **Propose a Solution** in **Wiz Mock**.

TEACHER SUPPORT – 5'

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

DRILLING PRACTICE

1. He asked me whether I had been in good company or not. / enjoyable / friendly
2. This fish is so delicious that I can't resist eating more. / pie / dish
3. Did he ask you if the journey was meaningful to you? / whether / why

ASK YOUR FRIEND IF | Check if the questions are correct and then answer them or have your student interact with a classmate.

GOING FURTHER | Discuss one of the following questions with your student:

1. Does your family make a point of having everybody sit down together at dinnertime? Explain. (Answers may vary.)
2. What connections can be established when the family is cooking or eating together? (Possible answers: emotional, memorable, cultural, interpersonal, etc.)
3. What's your opinion about interacting with family members during meals? (Answers may vary.)
4. Which of your family's cooking traditions do you appreciate the most? Why? (Answers may vary.)

DESCRIBE AND COMPARE | Give the student two minutes so he/she can describe and compare both pictures. Praise students for his/her effort.

LET'S GET AROUND | Ask the student one of the comprehension questions about the video and then check if he/she has any questions regarding the podcast script production.

UNLOCK | Choose two of the following contents and ask the student to read some of the answers he/she wrote for this section: **Name two things you appreciate doing with your family; / Give examples of delicious dishes someone in your family prepares; / Say what adults should teach children by example. / What food or dessert do you consider mouth-watering?**

Should you have extra time

Ask the student to reproduce the sentences and then change just one word in each:

1. I didn't ask him anything about his family dynamics.
2. Her encouragement motivated me to bond with my sister.
3. I'd appreciate having you with us at dinnertime.
4. I learned from my mother how to make the most of every opportunity.
5. Feel the meaningful family dynamics as we gather around the dinner table.

REVIEW - HAVING A GOOD TIME

HOMEWORK REMINDER | The student is asked if he/she has done the cards from the previous lesson on **Wiz.me**.

PINPOINT | First, the student answers questions related to the **Pinpoint** theme, looks at the picture in his/her book, and says what comes to mind. After that, he/she answers questions based on the video. In order to confirm his/her answers, the student has to match the content from the boxes. **Answer key:**

- What is the Chinese New Year called in China? Why? (In China, it's called Spring Festival because they've adopted the Gregorian calendar like most countries in the world.)
- According to Chinese culture, what does the color 'red' mean? (In Chinese culture, the color red is said to bring good fortune and joy.)
- What do kids receive during Chinese New Year? (They receive lucky money placed in red envelopes from their elders.)
- What are the main highlights of the Chinese New Year? (The lion and dragon dances on the street.)

CONVERSATION PRACTICE | The student listens to some questions and answers them out loud. In case the student is not reproducing the content out loud, call his/her attention to do so.

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

SELF-ASSESSMENT – STUDENT'S BOOK

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

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

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

LET'S GET AROUND | The student is guided to recap the situations by watching the three Let's Get Around videos in the **Video** cards in the **Output Lessons**. He/She should also review the notes written in the previous **Output Lessons**. Then he/she is instructed to record the podcast on the smartphone and present it to you and their colleagues at the end of the class. In case the student does not have a recording device, he/she is instructed to present a live podcast. The idea here is for you, the teacher, to guess which kind of podcast the student is presenting.

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

LET'S CHECK AND HOW AM I DOING? | The student is guided to do the **Let's Check!** and **How Am I doing?** cards on **Wiz.me**.

HOMEWORK INSTRUCTIONS | The student listens to the **Homework** instructions for the **Workbook** activities. He/ She is also reminded to watch the three **Let's Get Around** videos again, do the **Let's Check!, How Am I Doing?,** and **Wiz.battle** cards to complete the activities related to the **Review Lesson**. He/She should also listen to the audio on the **Listen Up!** card. For **Lesson 229**, remind the student to access the **Getting Ready!** and **Video** cards to watch the **Language Functions** video.

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

TEACHER SUPPORT – 5'

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

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

1. How do you celebrate New Year in your country? (Answers may vary.)
2. What traditions from another culture do you find interesting? Why? (Answers may vary.)

3. Have you ever participated in a celebration from a different culture or tradition? What did you learn from the experience? (Answers may vary.)
4. Do you think celebrations bring people together? Why? (Answers may vary.)
5. What is the next celebration you are looking forward to? (Answers may vary.)

SELF-ASSESSMENT – STUDENT'S BOOK | Make sure to check the answers the student marked before the **Closing** step. Take notes of relevant information to share with your coordinator. Check/contextualize/model any questions, or unclear and difficult content.

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

LET'S GET AROUND | Have the student present his/her podcast to you or a classmate for you to guess what kind of podcast the student is presenting.

NOTE | Students should write a final podcast script containing up to 270 words, and the final audio recording should be no longer than 2 minutes.

LEARNING OBJECTIVE CHECKING | Check if the student marked the content he/she learned in this batch of lessons. If time allows, take this opportunity to reinforce what the student has learned by referring to the following LOs to ask the student for some examples:

- talk about a variety of celebrations
- compare and contrast actions and situations
- talk about entertainment options
- emphasize a statement
- discuss the importance of meals in establishing family connections
- express possibilities and alternatives

HOMEWORK INSTRUCTIONS | Check if the student has any questions about the **Homework**. For **Lesson 229**, remind the student to access the **Getting Ready!** and **Video** cards to watch the **Language Functions** video.

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

Should you have extra time

Ask students to give examples of:

1. creative or unusual celebrations they have attended.
2. things to do at a get-together with friends.
3. examples of people they think are big readers.
4. mouth-watering foods.
5. family dynamics.

INTERACTIVE TEACHER'S GUIDE

LESSON 229

LEARNING OBJECTIVES

- Can discuss options and possible actions.
- Can deduce the general meaning of a passage from context in a longer structured text.
- Can follow the exchanges and be part of a discussion.
- Can write a concise summary of the main ideas of a longer structured text.

GRAMMAR

- Conditional sentences with modal verbs *may*, *might*, *had better*, *could*, and *should*.

SPREAD PAGE | The student explores the picture and says what he/she thinks he/she will learn about. He/She also listens to the Learning Objectives of this batch of lessons and follows them on **Wiz.tab**.

INTERPRETING THE PICTURE | The student answers the two questions from this section out loud: *What's the boy possibly doing?* (He's in a video call or recording a video.) / *What do you think he could be teaching if he were recording a video?* (Answers may vary.)

NOTE | Ask students if they have watched the **Language Functions** video on **Wiz.me**, at home, before coming to class. Encourage them to do so as preparation for each **Input Lesson**.

GETTING READY! REMINDER | The student is asked if he/she has prepared for the lesson by accessing the **Getting Ready!** and **Video** cards on **Wiz.me**. Then he/she has to answer two questions related to the theme of the lesson: *What was the last tutorial you watched about?* (Answers may vary.) / *What's your thing?* (Answers may vary.)

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

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

INTERACTIVE TASK

Pronunciation Practice

The student reproduces the following words separately to reinforce pronunciation: *aptitude* / *beauty* / *routine* / *review* / *product*

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

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

INTERACTIVE TASK

Match

The student matches the sentences to the corresponding pictures. **Audio script:** You'd better have a skincare routine. / I think you have an aptitude for the gaming world. / His recommendation was to use this product. / I think I have an aptitude for public speaking.

INTERACTIVE TASK

Maze

The student unscrambles the sentences by dragging the boxes vertically. **Audio script:** If you want to learn more about fashion, you should watch some tutorial videos. / If you want to do a good product review, you might need to look for some videos. / If you intend to make a good presentation, you should study a lot about public speaking. / If you intend to make the most out of this recommendation, you should join our group.

LANGUAGE PRACTICE | The student listens to a sentence and says it out loud. Then he/she listens to a word and says the sentence again using the word given. Whenever there is a question, the student should reproduce and answer it out loud. In case the student is not reproducing the content out loud, call his/her attention to do so.

AUDIO RECAP | The student listens to the audio of **Verbs**, **New Words**, **Useful Phrases**, and **Language Functions** sections again and reproduces them out loud. In case the student is not reproducing the content out loud, call his/her attention to do so.

GET REAL | The student begins by listening, reproducing, and answering the questions from the **Getting the most out of the theme** box. After completing this, they should read the text in their book. Then, in his/her notebook, he/she writes what the text is about and shows it to you during the Teacher Support. As a wrap-up, he/she completes an interactive task with the words from the **Take a Look!** box by dragging them to the correct picture.

DISCUSSION | The student listens, reproduces, and answers the questions one at a time. In case the student is not reproducing the content out loud, call his/her attention to do so.

LEARNING OBJECTIVE CHECKING | The student checks the content he/she learned in this lesson on the spread page.

HOMEWORK INSTRUCTIONS | The student listens to the **Homework** instructions for the **Workbook** and **Wiz.me**. He/She is instructed to do the **Speak Up!** and **What's More?** cards, to listen to the class's audio on the **Listen Up!** card, and to watch the **Language Functions** video on the **Video** card.

NOTE | If this is the student's first class in *Teens 8 3rd Edition*, remind him/her to do the **Zero Class** and the **Pre-diagnosis Test** on **Wiz.me**.

TEACHER SUPPORT – 5'

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

DRILLING PRACTICE

1. If you want to make something happen, you should work hard. / study more / practice more
2. You had better make your dream happen if you want to be successful. / happy / satisfied
3. If you want to learn about gaming, you could watch some tutorials. / finance / beauty

GET REAL | Check the student's understanding of what the **Get Real** text is about and choose one of the questions from this section to discuss it with him/her:

1. How long does a teen need to learn one of the hobbies, according to the article? (Four weeks.)
2. Which hobby is considered a slightly challenging but very exciting idea to explore music? (Playing the harmonica.)

DISCUSSION | Choose one of the questions from this section and discuss it with the student:

- a. What does your daily routine usually look like during the school week? (Answers may vary.)
- b. What should you do if you intend to make your routine more interesting? (Answers may vary.)
- c. What's your thing? (Answers may vary.)

LEARNING OBJECTIVE CHECKING | Check if the student marked the content he/she learned in this lesson. If time allows, take this opportunity to reinforce what the student has learned by referring to the following LOs to ask the student for some examples:

- talk about hobbies and interests
- discuss options and possible actions based on conditions

HOMEWORK INSTRUCTIONS | Check if the student has any questions about the **Homework**. Remind him/her to access the **Speak Up!** and **What's More?** cards, and complete the activities related to **Lesson 229**. The student should also listen to the audio on the **Listen Up!** card. Encourage him/her to access the **Video** card and watch the **Language Functions** video.

Should you have extra time

Ask the student to reproduce and answer the questions out loud.

1. What aptitudes do you intend to demonstrate?
2. What's your thing?
3. What group activities would you like to join?
4. What trend would you like to join?
5. What's your routine like?

LESSON 230

REITERATIVE LEARNING OBJECTIVES

- Can discuss options and possible actions.
- Can follow the exchanges and be part of a discussion.

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

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

INTERACTIVE TASK

Content Review — Assessment

The student answers questions to review what he/she learned in the previous lesson: **What should you do if you intend to get the most out of an English class?** (Answers may vary.) / **What's your aptitude?** (Answers may vary.) / **Is there any product in the beauty, fashion, or gaming world that you would make a recommendation?** (Answers may vary.)

ASK AND ANSWER | After saying what comes to mind when he/she sees the picture, the student is instructed to listen, reproduce, and pay attention to the model. He/She completes the exercise orally and writes the answers in his/her book. In order to correct the activity, he/she matches the questions and answers. **Answer key:** **What could she do to improve her aptitude for gaming?** (If she wants to improve her aptitude for gaming, she could watch some tutorials.) / **What had they better do to get great reviews on their articles?** (If they want to get great reviews on their articles, they'd better make them more interesting.) / **What should he do if he intends to work in beauty and fashion?** (If he intends to work in beauty and fashion, he should attend a fashion school.) / **What can we do to know what her thing is?** (If we want to know what her thing is, we should ask her.) / **What should she do if she wants to make her style a trend?** (If she wants to make her style a trend, she should post about it on social media.)

INTERACTIVE TEACHER'S GUIDE

DRILLING PRACTICE | The student does the drilling practice along with the audio material. In case the student is not reproducing the content out loud, call his/her attention to do so.

SAY WHAT YOU THINK | The student reads the sentences and reproduces them out loud. Then, in his/her notebook, he/she writes his/her opinions about each sentence to show it to you during the Teacher Support. He/She is also guided to use the content in the **Useful Language** box.

LISTEN, CHOOSE, AND DISCUSS | The student is guided to complete the first passage by reading the sentence, question, and options. Then he/she listens to the audio to understand the general idea of it and listens to it a second time to choose the answer that corresponds to what he/she hears. The student follows the same procedure for the second passage. The **Wiz.tab** explains that further discussion about the content will be held during the Teacher Support.

LET'S GET AROUND | To start, the student looks at the first picture of the section and says some words or ideas related to what he/she sees. He/She is instructed to watch the video on the **Video** card on **Wiz.me** and to answer the question on the quiz before the answer is revealed. The student watches the video a second time, so that in his/her notebook, he/she can take notes of important information to help him/her decide what his/her podcast will be about. To finish, he/she answers some comprehension questions about the video. **Audio script:** What characters are the avatars in the video? (Tony is Akio, and Mia is Sue.) / What kind of podcast are they producing? (A storytelling podcast.)

NOTE | Students should write a final podcast script containing up to 270 words, and the final audio recording should be no longer than 2 minutes. The podcast audio will only be recorded in the **Review Lesson**.

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

HOMEWORK INSTRUCTIONS | The student is guided to do the **Homework** on **Wiz.me**. Continuing on **Wiz.me**, he/she is advised to listen to the lesson's audio on the **Listen Up!** card, to practice the pronunciation on the **Speak Up!** card, and to prepare for the next lesson using the **Getting Ready!** and **Video** cards.

TEACHER SUPPORT – 5'

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

DRILLING PRACTICE

1. She intends to learn more about gaming. / sports / computer science
2. They are not getting the most out of the beauty tutorials. / fashion / make-up
3. Did you watch his latest tutorial? / video / product review

SAY WHAT YOU THINK | Check the student's sentences giving his/her opinion about each sentence of the exercise.

LISTEN, CHOOSE, AND DISCUSS | Read one of the following questions and discuss it with the student:

1. a. Why were Peter's teenage years difficult? (Because his parents got divorced.)
b. Why did he start cooking? (Possible answer: Because his doctor said he needed to change his eating habits, and his mother wasn't able to cook at that moment.)
2. a. What is Sandhya's dream? (She dreams of working in fashion.)
b. How can the *You Can do it Yourself* TV program help people to achieve their dreams? (They teach people new skills.)

LET'S GET AROUND | Ask the student one of the comprehension questions about the video and then check if he/she has any questions regarding the podcast script production.

UNLOCK | Choose two of the following contents and ask the student to read some of the answers he/she wrote for this section: **Give examples of content for tutorials;** / **Give examples of group activities one can join;** / **Give examples of things that can be reviewed.** / **How could a new hobby improve your life right now?**

Should you have extra time

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

1. You had better join our guitar lessons if you want to learn. (English)
2. They don't have any aptitude for cooking. (writing)
3. What's his thing? (aptitude)
4. They need to get the most out of this opportunity. (tutorial)
5. If you want a good review, you should improve the quality of your product. (service)

LESSON 231

LEARNING OBJECTIVES

- Can exchange information on a wide range of topics with some confidence.
- Can describe goals, intentions, and purpose using a range of expressions.
- Can recognize the speaker's point of view and express their own in oral and written texts.
- Can have a discussion on the subject presented in a text.
- Can write a concise summary of the main ideas of a longer structured text.

GRAMMAR

- Negative purpose with *so as not to/in order not to*.

ASSESSMENT | The student is asked questions to review the content of the previous lessons. **Audio script:** *What does it take to make fashion tutorials? (Answers may vary.) / How can a person improve their aptitude for the beauty industry? (Answers may vary.) / How can you get the most out of a new trend? (Answers may vary.)*

INTERPRETING THE PICTURE | The student answers the two questions from this section out loud: *According to the girl's expression, how much do you think she wants/desires to eat the donuts? (Possible answer: She's looking forward to eating them.) / How willing are you to explore new foods? (Answers may vary.)*

NOTE | Ask students if they have watched the **Language Functions** video on **Wiz.me**, at home, before coming to class. Encourage them to do so as preparation for each **Input Lesson**.

GETTING READY! REMINDER | The student is asked if he/she has prepared for the lesson by accessing the **Getting Ready!** and **Video** cards on **Wiz.me**. Then he/she has to answer two questions related to the theme of the lesson: *What is your favorite seasoning to make a flavorful meal? (Answers may vary.) / What kind of food were you obsessed with when you were a child? (Answers may vary.)*

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

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

INTERACTIVE TASK

Pronunciation Practice

The student reproduces the following words separately to reinforce pronunciation: **leftovers / specialty / junk food / crunchy / deep-fried**

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

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

INTERACTIVE TASK

Match

The student matches the sentences to the corresponding pictures. **Audio script:** *He's picky about eating leftovers. / They turned their nose up at the juicy hamburger. / His smoked salmon sandwich impressed me. / I'm obsessed with this deep-fried chicken.*

INTERACTIVE TASK

Maze

The student unscrambles the sentences by dragging the boxes vertically. **Audio script:** *She picked out some seasonings that, when combined, gave the food a flavorful taste. / We shouldn't eat junk food all the time so as not to gain weight. / His specialty is making deep-fried, crunchy chicken with Asian seasonings. / I'm not going to pick out so many ingredients in order not to make the recipe too complicated.*

LANGUAGE PRACTICE | The student listens to a sentence and says it out loud. Then he/she listens to a word and says the sentence again using the word given. Whenever there is a question, the student should reproduce and answer it out loud. In case the student is not reproducing the content out loud, call his/her attention to do so.

AUDIO RECAP | The student listens to the audio of **Verbs**, **New Words**, **Useful Phrases**, and **Language Functions** sections again and reproduces them out loud. In case the student is not reproducing the content out loud, call his/her attention to do so.

GET REAL | The student begins by listening, reproducing, and answering the questions from the **Getting the most out of the theme** box. After completing this, they should read the text in their book. Then, in his/her notebook, he/she writes what the text is about and shows it to you during the Teacher Support. As a wrap-up, he/she completes an interactive task with the words from the **Take a Look!** box by dragging them to the correct picture.

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DISCUSSION | The student listens, reproduces, and answers the questions one at a time. In case the student is not reproducing the content out loud, call his/her attention to do so.

LEARNING OBJECTIVE CHECKING | The student checks the content he/she learned in this lesson on the spread page.

HOMEWORK INSTRUCTIONS | The student listens to the **Homework** instructions for the **Workbook** and **Wiz.me**. He/She is instructed to do the **Speak Up!** and **What's More?** cards, to listen to the class's audio on the **Listen Up!** card, and to watch the **Language Functions** video on the **Video** card.

TEACHER SUPPORT – 5'

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

DRILLING PRACTICE

1. He didn't use seasoning in the recipe in order not to spoil the taste. / butter / eggs
2. He had to control himself in order not to devour the meal. / book / game
3. She won't pick out any snacks so as not to serve crunchy food. / bread / chips

GET REAL | Check the student's understanding of what the **Get Real** text is about and choose one of the questions from this section to discuss it with him/her:

1. What is a professional kitchen's magic, according to the text? (It is turning everyday ingredients, like potatoes, into something extraordinary.)
2. How do chefs from Kudu restaurants impress customers? (With innovative sides, such as their flavorful rosti crafted from red rooster potatoes slow-cooked in oil, seasoned with dashi powder, and topped with unique decorations.)

DISCUSSION | Choose one of the questions from this section and discuss it with the student:

- a. What's the most flavorful food you've ever tasted? (Answers may vary)
- b. What is usually done with leftovers from your home-cooked meals? (Answers may vary.)
- c. How often do you consume junk food? In your opinion, is it tastier than healthy food? (Answers may vary.)

LEARNING OBJECTIVE CHECKING | Check if the student marked the content he/she learned in this lesson. If time allows, take this opportunity to reinforce what the student has learned by referring to the following LOs to ask the student for some examples:

- talk about trying new foods
- express negative purposes or intentions

HOMEWORK INSTRUCTIONS | Check if the student has any questions about the **Homework**. Remind him/her to access the **Speak Up!** and **What's More?** cards, and complete the activities related to **Lesson 231**. The student should also listen to the audio on the **Listen Up!** card. Encourage him/her to access the **Video** card and watch the **Language Functions** video.

Should you have extra time

Ask the student to reproduce the sentences and then change just one word in each:

1. The chef's most popular specialty is the smoked chicken.
2. The restaurant is famous for its specialty beef.
3. She turned her nose up at the juicy apple.
4. What food do you turn your nose up at?
5. After the party, we saved the leftovers.

LESSON 232

REITERATIVE LEARNING OBJECTIVES

- Can exchange information on a wide range of topics with some confidence.
- Can describe goals, intentions, and purpose using a range of expressions.
- Can recognize the speaker's point of view and express their own in oral and written texts.

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

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

INTERACTIVE TASK

Content Review — Assessment

The student answers questions to review what he/she learned in the previous lesson: **Which food or foods do you turn your nose up at?** (Answers may vary.) / **Do you like eating leftovers? Why or why not?** (Answers may vary.) / **Are you picky about any vegetables or fruits?** (Answers may vary.)

QUESTIONS | The student listens to the questions, then reproduces and answers them out loud. In his/her notebook, he/she is instructed to write down the answers and say them to you during the Teacher Support.

DRILLING PRACTICE | The student does the drilling practice along with the audio material. In case the student is not reproducing the content out loud, call his/her attention to do so.

SAY IT RIGHT! | The student pays attention to the example, listens to the other sentences, and reads them out loud, paying attention to the underlined words. For further practice, the student has to say only the underlined words out loud. During the Teacher Support, the student will be given two sentences, and he/she has to read them out loud to you.

WHAT'S MISSING? | The student looks at the image and the title of the text and predicts what the text is about. Then he/she reads the text and completes the gaps in the book using the words from the box. To correct the answers, on the **Wiz.tab**, the student drags the words to the right gap. During the Teacher Support, the student will ask you the two questions with the extra words from the box.

LET'S GET AROUND | To start, the student looks at the second picture of the section and says some words or ideas related to what he/she sees. He/She is instructed to watch the video on the **Video** card on **Wiz.me** and to answer the question on the quiz before the answer is revealed. The student watches the video a second time, so that in his/her notebook, he/she can take notes of important information to help him/her start writing his/her podcast script. To finish, he/she answers some comprehension questions about the video. **Audio script:** What's Tony not skilled at? (He's not good at painting.) / What question does Tony need to answer to pass to the third phase of the game? (What is the main purpose of a storytelling podcast?)

NOTE | Students should write a final podcast script containing up to 270 words, and the final audio recording should be no longer than 2 minutes. The podcast audio will only be recorded in the **Review Lesson**.

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

HOMEWORK INSTRUCTIONS | The student is guided to do the **Homework** on **Wiz.me**. Continuing on **Wiz.me**, he/she is advised to listen to the lesson's audio on the **Listen Up!** card, to practice the pronunciation on the **Speak Up!** card, and to prepare for the next lesson using the **Getting Ready!** and **Video** cards.

TEACHER SUPPORT – 5'

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

DRILLING PRACTICE

1. We didn't eat out in order not to spend too much. / didn't invite friends over / didn't go out
2. Will she pick out vegetables so as not to buy meat? / salad / carrot soup
3. We love ordering takeout food in order not to have to cook. / junk food / pizza

QUESTIONS | Ask questions a-f from the book to the student:

- a. How should we plan our meals so as not to have leftovers? (Answers may vary.)
- b. What steps can we take to limit our junk food intake so as not to compromise our health? (Answers may vary.)
- c. What food can we take from home so as not to overspend at the cafeteria? (Answers may vary.)
- d. What snacks do you suggest we choose wisely so as not to ruin our appetite for dinner? (Answers may vary.)
- e. How can we better plan our grocery shopping in order not to waste food or money? (Answers may vary.)
- f. What seasoning can't be missed in a dish so as not to leave it tasteless? (Answers may vary.)

SAY IT RIGHT! | Ask the student to read the following sentences. Be attentive to his/her pronunciation of the underlined words.

- a. Why do chefs always want to impress their customers?
- b. Many people take their food on trips so as not to spend a lot of money.

NOTE | For this activity, students will practice sentence stress by pronouncing content words that are essential to the sentence's meaning, such as nouns, verbs, adjectives, adverbs, negative words, modals, quantifiers, and *wh*- question words. Generally, shorter words or those easily understood from context are not emphasized, such as articles, prepositions, conjunctions, personal pronouns, possessive adjectives, forms of the verb *to be*, auxiliary verbs in two-part verbs or questions, the modals *will*, *can*, and the future form *be going to*, because they are commonly used.

- a. Why do chefs always want to impress their customers?
- b. Many people take their food on trips so as not to spend a lot of money.
- c. They're not obsessed with crunchy salad.
- d. They devoured the flavorful meal quickly.
- e. I left in order not to fall for the temptation of eating all those juicy burgers.
- f. Where can we go for a flavorful, smoked fish?

WHAT'S MISSING? | Check the two questions the student prepared using the words **flavorful** and **obsessed** and answer them.

LET'S GET AROUND | Ask the student one of the comprehension questions about the video and then

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check if he/she has any questions regarding the podcast script production.

UNLOCK | Choose two of the following contents and ask the student to read some of the answers he/she wrote for this section: Give examples of junk food; / Give examples of foods people are usually obsessed with; / Give examples of crunchy foods. / Which would you pick out after class: A pack of crunchy fries, a juicy hamburger, or a delicious green salad? Why?

Should you have extra time

Ask the student to reproduce and complete the following sentences:

1. Buy only the necessary food to avoid...
2. She doesn't want to go to the get-together in order not to...
3. Is he making pasta so as not to...?
4. She will add some flavorful seasoning in order not to...
5. The customers were impressed by the...

LESSON 233

LEARNING OBJECTIVES

- Can express agreement or disagreement in a manner that shows they were actively listening to the other person.
- Can recognize the general line of an argument though not necessarily all the details.
- Can write a concise summary of the main ideas of a longer structured text.

GRAMMAR

- So, either, and neither in short phrases to express agreement and disagreement.

ASSESSMENT | The student is asked questions to review the content of the previous lessons. **Audio script:** Are you obsessed with something? If so, what? (Answers may vary.) / What's a flavorful dish, in your opinion? (Answers may vary.) / What do you do with leftovers in your house? (Answers may vary.)

INTERPRETING THE PICTURE | The student answers the two questions from this section out loud: What is the girl doing? (Possible answer: She is working on something or studying something.) / What area do you think it is about? (Possible answer: Something related to computer science.)

NOTE | Ask students if they have watched the **Language Functions** video on **Wiz.me**, at home, before coming to class. Encourage them to do so as preparation for each **Input Lesson**.

GETTING READY! REMINDER | The student is asked if he/she has prepared for the lesson by accessing the **Getting Ready!** and **Video** cards on **Wiz.me**. Then he/she has to answer two questions related to the theme of the lesson: What do you know about coding? (Possible answer: It's the process of giving instructions to a computer to perform tasks. It involves writing commands in a programming language that the computer can understand and execute.) / What kind of knowledge are you pretty sure about? (Answers may vary.)

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

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

INTERACTIVE TASK

Pronunciation Practice

The student reproduces the following words separately to reinforce pronunciation: leadership / graphic design / path / essential / dynamic

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

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

INTERACTIVE TASK

Match

The student matches the sentences to the corresponding pictures. **Audio script:** You can always change the path you choose. / He's learning the basics. He's still a beginner. / IT is an essential and dynamic career to follow. / She was a beginner, and so was her sister.

INTERACTIVE TASK

Maze

The student unscrambles the sentences by dragging the boxes vertically. **Audio script:** It was his career in coding that led him to a leadership position in IT. / As far as I'm concerned, the coding in this program could be wrong. / I would recommend taking a graphic design course, and so would your mother. / I don't know which career path to follow, and neither does my best friend.

LANGUAGE PRACTICE | The student listens to a sentence and says it out loud. Then he/she listens to a word and says the sentence again using the word given. Whenever there is a question, the student should reproduce and answer it out loud. In case the student is not reproducing the content out loud, call his/her attention to do so.

AUDIO RECAP | The student listens to the audio of **Verbs**, **New Words**, **Useful Phrases**, and **Language Functions** sections again and reproduces them out loud. In case the student is not reproducing the content out loud, call his/her attention to do so.

GET REAL | The student begins by listening, reproducing, and answering the questions from the **Getting the most out of the theme** box. After completing this, they should read the text in their book. Then, in his/her notebook, he/she writes what the text is about and shows it to you during the Teacher Support. As a wrap-up, he/she completes an interactive task with the words from the **Take a Look!** box by dragging them to the correct picture.

DISCUSSION | The student listens, reproduces, and answers the questions one at a time. In case the student is not reproducing the content out loud, call his/her attention to do so.

LEARNING OBJECTIVE CHECKING | The student checks the content he/she learned in this lesson on the spread page.

HOMEWORK INSTRUCTIONS | The student listens to the **Homework** instructions for the **Workbook** and **Wiz.me**. He/She is instructed to do the **Speak Up!** and **What's More?** cards, to listen to the class's audio on the **Listen Up!** card, and to watch the **Language Functions** video on the **Video** card.

TEACHER SUPPORT – 5'

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

DRILLING PRACTICE

1. She wants to follow her career path, and so do I. / advice / recommendations
2. I'm not a beginner, and neither are you. / celebrity / troublemaker
3. Coding is not my thing, and it isn't yours either. / painting / contemporary art

GET REAL | Check the student's understanding of what the **Get Real** text is about and choose one of the questions from this section to discuss it with him/her:

1. What does "ace all your STEM subjects" mean? (It means to be skilled in science, technology, engineering, and math.)

2. What else do people need to develop, according to the text? (People should develop soft skills.)

DISCUSSION | Choose one of the questions from this section and discuss it with the student:

- a. What can lead some people to achieve their goals faster than others? (Answers may vary.)
- b. What would you recommend to a friend interested in pursuing a career in coding? (Answers may vary.)
- c. In your opinion, what's essential to learn a new technical skill? (Answers may vary.)

LEARNING OBJECTIVE CHECKING | Check if the student marked the content he/she learned in this lesson. If time allows, take this opportunity to reinforce what the student has learned by referring to the following LOs to ask the student for some examples:

- talk about technical skills
- express agreement and disagreement in different ways

HOMEWORK INSTRUCTIONS | Check if the student has any questions about the **Homework**. Remind him/her to access the **Speak Up!** and **What's More?** cards, and complete the activities related to **Lesson 233**. The student should also listen to the audio on the **Listen Up!** card. Encourage him/her to access the **Video** card and watch the **Language Functions** video.

Should you have extra time

Ask students to give examples of:

1. possible career paths for him/her.
2. examples of good leadership.
3. dynamic games.
4. information they think is essential for teenagers his/her age.
5. musical artists he/she would recommend.

LESSON 234

REITERATIVE LEARNING OBJECTIVES

- Can express agreement or disagreement in a manner that shows they were actively listening to the other person.
- Can recognize the general line of an argument though not necessarily all the details.

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

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

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INTERACTIVE TASK

Content Review — Assessment

The student answers questions to review what he/she learned in the previous lesson: **Do you have any idea of which career path you want to follow?** (Answers may vary.) / **In your opinion, what jobs are going to be considered essential in the future? Why?** (Answers may vary.) / **Is there any tutorial you would recommend?** (Answers may vary.)

FLUENCY PRACTICE | The student pays attention to the model and observes what changes from one sentence to another. Then he/she changes the sentences according to the model. To correct the student's production, he/she drags the boxes to the corresponding content.
Answer key: a. You should work on critical thinking skills, and so should I. / b. I didn't graduate with a degree in Information Technology, and neither did she. / c. Understanding the basics of the subject is essential, and so is continuous learning. / d. She was not passionate about coding, and neither were we. / e. Interactive skills are crucial to leadership, and so are communicative skills.

DRILLING PRACTICE | The student does the drilling practice along with the audio material. In case the student is not reproducing the content out loud, call his/her attention to do so.

DISCUSSION | The speaking part of this exercise will be done during the Teacher Support, but the student gets ready with the **Wiz.tab** first. The student begins by saying what he/she infers from the pictures. Then he/she listens to the situations, chooses one of them, and is given two minutes to prepare his/her notes. He/She should take notes either to answer the question or to take one side of the discussion. After that, the student is instructed to read the **Useful language** box out loud and to make sure he/she actually uses this content during the speaking practice.

GOING FURTHER | The student listens to the questions and to the content of the **Useful Language** box and then reads them out loud. He/She is instructed to discuss the questions during the Teacher Support with you or a classmate.

LET'S GET AROUND | To start, the student looks at the third picture of the section and says some words or ideas related to what he/she sees. He/She is instructed to watch the video on the **Video** card on **Wiz.me** and to answer the question on the quiz before the answer is revealed. The student watches the video a second time, so that in his/her notebook, he/she can take notes of important information to help him/her finish writing and reviewing his/her podcast script. To finish, he/she answers some comprehension questions about the video. **Audio script:** *What doesn't Mia want to be reminded of? (She doesn't want to be reminded of the day when Tony went to her house to try a weird dish.)*

What question do Mia and Tony need to answer in order to win the game? ("What does a host do in a storytelling podcast?")

NOTE | Students should write a final podcast script containing up to 270 words, and the final audio recording should be no longer than 2 minutes. The podcast audio will only be recorded in the **Review Lesson**.

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

HOMEWORK INSTRUCTIONS | The student is guided to do the **Homework** on **Wiz.me**. Continuing on **Wiz.me**, he/she is advised to listen to the lesson's audio on the **Listen Up!** card, to practice the pronunciation on the **Speak Up!** card, and to prepare for the next lesson by watching the **Pinpoint** video, at home, on the **Video** card. Ask the student to complete the activity **Propose a Solution** in **Wiz Mock**.

TEACHER SUPPORT – 5'

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

DRILLING PRACTICE

1. You should know the basics of coding, and so should your friends. / sign language / physics
2. He's not a graphic designer, and neither am I. / sculptor / comedian
3. Is information technology a dynamic field? / an overrated / a promising

DISCUSSION | Ask the student which situation he/she chose and give him/her three minutes for the speaking task. He/She should either answer the question or take sides. He/She is expected to give reasons and examples and use the **Useful Language** content. At the end, praise the dedication and effort put into this challenging task.

GOING FURTHER | Discuss the following questions with the student:

1. **In what area do you consider yourself a beginner?** (Answers may vary.)
2. **What soft skills must be developed for people of all areas?** (Answers may vary.)
3. **Would you pursue a career in IT? Justify your answer.** (Answers may vary.)
4. **Which area do you consider more challenging: coding or graphic design? Why?** (Answers may vary.)

LET'S GET AROUND | Ask the student one of the comprehension questions about the video and then check if he/she has any questions regarding the podcast script production.

UNLOCK | Choose two of the following contents and ask the student to read some of the answers he/she wrote for this section: **Say two things you are pretty sure about;** / **Say a recommendation you would give someone who wants to study coding;** / **Say what's essential to learn a new skill.** / **Whose career path would you like to follow?**

Should you have extra time

Read the sentences and ask the student to add the content in parenthesis.

1. As far as I'm concerned, knowledge of coding is essential for them. (graphic design)
2. I'm pretty sure he has great leadership skills. (communicative)
3. Do you intend to follow your brother's professional path? (recommendations)
4. I should have studied coding, and so should you. (robotics)
5. As far as I'm concerned, IT is a very dynamic area. (challenging)

REVIEW – TRYING SOMETHING NEW

HOMEWORK REMINDER | The student is asked if he/she has done the cards from the previous lesson on **Wiz.me**.

PINPOINT | First, the student answers questions related to the **Pinpoint** theme, looks at the picture in his/her book, and says what comes to mind. After that, he/she answers questions based on the video. In order to confirm his/her answers, the student has to match the content from the boxes. **Answer key:**

- What is the term "mouth feel" used for? (It is used to describe how food feels in our mouth.)
- Why do we tend to like things on the softer side? (Because we like foods that don't take a lot of work to eat, and the amount of effort it takes to eat can also be influenced by things like your saliva.)
- Why do people tend to enjoy the mouth feel of fatty foods that transition from solid to semi solid or liquid? (Because it signals that the food is higher in calories and calories are our source of energy.)
- What is the advantage of loving fatty food? (Fatty food is good at activating the brain's reward system.)

CONVERSATION PRACTICE | The student listens to some questions and answers them out loud. In case the student is not reproducing the content out loud, call his/her attention to do so.

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

SELF-ASSESSMENT – STUDENT'S BOOK

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

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

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

LET'S GET AROUND | The student is guided to recap the situations by watching the three **Let's Get Around** videos in the **Video** cards in the **Output Lessons**. He/She should also review the notes written in the previous **Output Lessons**. Then he/she is instructed to record the podcast on the smartphone and present it to you and their colleagues at the end of the class. In case the student does not have a recording device, he/she is instructed to present a live podcast. The idea here is for you, the teacher, to guess which kind of podcast the student is presenting.

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

LET'S CHECK AND HOW AM I DOING? | The student is guided to do the **Let's Check!** and **How Am I doing?** cards on **Wiz.me**.

HOMEWORK INSTRUCTIONS | The student listens to the **Homework** instructions for the **Workbook** activities. He/ She is also reminded to watch the three **Let's Get Around** videos again, do the **Let's Check!, How Am I Doing?,** and **Wiz.battle** cards to complete the activities related to the **Review Lesson**. He/She should also listen to the audio on the **Listen Up!** card. For **Lesson 235**, remind the student to access the **Getting Ready!** and **Video** cards to watch the **Language Functions** video.

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

TEACHER SUPPORT – 5'

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

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

1. What are your favorite dishes or snacks that include cheese? (Answers may vary.)
2. Do you prefer sweet or savory food? Why? (Answers may vary.)

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3. Do you like to drink anything while eating? (Answers may vary.)
4. Do you think eating fatty foods in moderation can be considered a healthy diet? (Answers may vary.)
5. Do you usually read the nutritional facts label before eating certain foods? (Answers may vary.)

SELF-ASSESSMENT – STUDENT'S BOOK | Make sure to check the answers the student marked before the **Closing** step. Take notes of relevant information to share with your coordinator. Check/contextualize/model any questions or unclear and difficult content.

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

LET'S GET AROUND | Have the student present his/her podcast to you or a classmate for you to guess what kind of podcast the student is presenting.

NOTE | Students should write a final podcast script containing up to 270 words, and the final audio recording should be no longer than 2 minutes.

LEARNING OBJECTIVE CHECKING | Check if the student marked the content he/she learned in this batch of lessons. If time allows, take this opportunity to reinforce what the student has learned by referring to the following LOs to ask the student for some examples:

- talk about hobbies and interests
- discuss options and possible actions based on conditions
- talk about trying new foods
- express negative purposes or intentions
- talk about technical skills
- express agreement and disagreement in different ways

HOMEWORK INSTRUCTIONS | Check if the student has any questions about the **Homework**. For **Lesson 235**, remind the student to access the **Getting Ready!** and **Video** cards to watch the **Language Functions** video.

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

Should you have extra time

Ask the student to create a sentence using:

1. to get the most out of
2. aptitude
3. to be picky about
4. seasoning
5. basics

LESSON 235

LEARNING OBJECTIVES

- Can bring relevant personal experiences into a conversation to illustrate a point.
- Can recognize the speaker's point of view during a discussion.
- Can understand and talk about actions in progress in the future.
- Can write a structured text clearly signaling main points and supporting details.
- Can write a concise summary of the main ideas of a longer structured text.

GRAMMAR

- *Future Continuous* for actions in progress at a specific time in the future.

SPREAD PAGE | The student explores the picture and says what he/she thinks he/she will learn about. He/She also listens to the Learning Objectives of this batch of lessons and follows them on **Wiz.tab**.

INTERPRETING THE PICTURE | The student answers the two questions from this section out loud: **What's the boy holding?** (*An American flag and a book*) / **What does it imply?** (*He's probably going somewhere to study English*.)

NOTE | Ask students if they have watched the **Language Functions** video on **Wiz.me**, at home, before coming to class. Encourage them to do so as preparation for each **Input Lesson**.

GETTING READY! REMINDER | The student is asked if he/she has prepared for the lesson by accessing the **Getting Ready!** and **Video** cards on **Wiz.me**. Then he/she has to answer two questions related to the theme of the lesson: **What are your biggest aspirations?** (Answers may vary) / **What activities or habits can make the difference in achieving your goals?** (Answers may vary.)

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

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

INTERACTIVE TASK

Pronunciation Practice

The student reproduces the following words separately to reinforce pronunciation: **homesickness / immersion / host family / intercultural / changing**

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

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

INTERACTIVE TASK

Match

The student matches the sentences to the corresponding pictures. **Audio script:** The host family will be waiting for you. / Do you like being on your own? / She will be immersing herself in a new culture. / There's no right path in the pursuit of your dreams.

INTERACTIVE TASK

Maze

The student unscrambles the sentences by dragging the boxes vertically. **Audio script:** Having contact with native speakers makes the difference if you want to be fluent. / Being an exchange student, I will be immersing myself in intercultural activities. / In this changing world, if you don't pursue your goals now, when are you going to? / Homesickness is one of the main challenges that exchange students face.

LANGUAGE PRACTICE | The student listens to a sentence and says it out loud. Then he/she listens to a word and says the sentence again using the word given. Whenever there is a question, the student should reproduce and answer it out loud. In case the student is not reproducing the content out loud, call his/her attention to do so.

AUDIO RECAP | The student listens to the audio of **Verbs**, **New Words**, **Useful Phrases**, and **Language Functions** sections again and reproduces them out loud. In case the student is not reproducing the content out loud, call his/her attention to do so.

GET REAL | The student begins by listening, reproducing, and answering the questions from the **Getting the most out of the theme** box. After completing this, they should read the text in their book. Then, in his/her notebook, he/she writes what the text is about and shows it to you during the Teacher Support. As a wrap-up, he/she completes an interactive task with the words from the **Take a Look!** box by dragging them to the correct picture.

DISCUSSION | The student listens, reproduces, and answers the questions out loud one at a time. In case the student is not reproducing the content out loud, call his/her attention to do so.

LEARNING OBJECTIVE CHECKING | The student checks the content he/she learned in this lesson on the spread page.

HOMEWORK INSTRUCTIONS | The student listens to the **Homework** instructions for the **Workbook** and **Wiz.me**. He/She is instructed to do the **Speak Up!** and **What's More?** cards, to listen to the class's audio on the **Listen Up!** card, and to watch the **Language Functions** video on the **Video** card.

NOTE | If this is the student's first class in *Teens 8 3rd Edition*, remind him/her to do the **Zero Class** and the **Pre-diagnosis Test** on **Wiz.me**.

TEACHER SUPPORT – 5'

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

DRILLING PRACTICE

1. She will be pursuing her dreams in Italy. / aspirations / hobbies
2. They won't be making any adjustments to the project. / video / article
3. Will you be settling into a new school next week? / intercultural experience / environment

GET REAL | Check the student's understanding of what the Get Real text is about and choose one of the questions from this section to discuss it with him/her:

1. What does the French teacher suggest for exchange students to feel more confident while studying abroad? (Group exchanges through schools.)
2. According to the text, what is necessary for host families and exchange students to have an exciting intercultural adventure? (Good planning and a supportive attitude.)

DISCUSSION | Choose one of the questions from this section and discuss it with the student:

- a. What are some of your aspirations? (Answers may vary.)
- b. Where would you like to go for an intercultural experience? (Answers may vary.)
- c. What are the advantages of attending a language immersion program? (Answers may vary.)

LEARNING OBJECTIVE CHECKING | Check if the student marked the content he/she learned in this lesson. If time allows, take this opportunity to reinforce what the student has learned by referring to the following LOs to ask the student for some examples:

- discuss relevant personal experiences as an exchange student
- talk about future ongoing actions

HOMEWORK INSTRUCTIONS | Check if the student has any questions about the **Homework**. Remind him/her to access the **Speak Up!** and **What's More?** cards, and complete the activities related to **Lesson 235**. The

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student should also listen to the audio on the **Listen Up!** card. Encourage him/her to access the **Video** card and watch the **Language Functions** video.

Should you have extra time

Ask the student to reproduce and answer the questions out loud.

1. What intercultural experience would you like to have?
2. What would help you communicate like a native speaker of English?
3. How do you feel when you are on your own?
4. Would you give your friend some advice on different career paths?
5. Would you give your friend some advice on exchange programs?

student is not reproducing the content out loud, call his/her attention to do so.

COMPLETE AND DISCUSS | After looking at the words in the box and saying them out loud, in his/her book, the student completes the questions.

FOCUS LISTENING | The student listens to the audio passage to get the gist of it. Then he/she is instructed to read letters *a-d* and listen to the audio one more time, answering or taking notes in the space provided. After listening to the audio a third time to check answers, the student fills in the gaps to correct the activity on the **Wiz.tab**. As a wrap-up, during the Teacher Support, he/she discusses some questions about the topic with you.

LET'S GET AROUND | To start, the student looks at the first picture of the section and says some words or ideas related to what he/she sees. He/She is instructed to watch the video on the **Video** card on **Wiz.me** and to answer the question on the quiz before the answer is revealed. The student watches the video a second time, so that in his/her notebook, he/she can take notes of important information to help him/her decide what his/her podcast will be about. To finish, he/she answers some comprehension questions about the video. **Audio script:** What characters are the avatars in the video? (Mia is Sue and Tony is Bobby.) / What kind of podcast are they listening to? (A performance podcast.)

NOTE | Students should write a final podcast script containing up to 270 words, and the final audio recording should be no longer than 2 minutes. The podcast audio will only be recorded in the **Review Lesson**.

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

HOMEWORK INSTRUCTIONS | The student is guided to do the **Homework** on **Wiz.me**. Continuing on **Wiz.me**, he/she is advised to listen to the lesson's audio on the **Listen Up!** card, to practice the pronunciation on the **Speak Up!** card, and to prepare for the next lesson using the **Getting Ready!** and **Video** cards.

TEACHER SUPPORT – 5'

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

DRILLING PRACTICE

1. She will be settling in as soon as she arrives home. / at school / at work
2. Will they be experiencing homesickness by the time the exchange program ends? / trip / vacation
3. We will be pursuing our dreams abroad. / career paths / interests

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

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

INTERACTIVE TASK

Content Review — Assessment

The student answers questions to review what he/she learned in the previous lesson: **How do you deal with being on your own? (Answers may vary.)** / **Would you like to be an exchange student? Where would you go? (Answers may vary.)** / **What do you think makes the difference when learning English? (Answers may vary.)**

TALK TO YOUR CLASSMATE | First, the student pays attention to the model and how the sentence changes depending on the symbol. Then, he/she makes negative and interrogative sentences in his/her notebook based on the sentence given and reads them out loud.

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

FOCUS LISTENING | Discuss one of the following questions with your student: **Why is it important to try new things when experiencing different cultures?** (Possible answer: Because we can learn more about how other people live.) / **Why do people usually feel sad when a phase of their lives ends?** (Answers may vary.)

LET'S GET AROUND | Ask the student one of the comprehension questions about the video and then check if he/she has any questions regarding the podcast script production.

UNLOCK | Choose two of the following contents and ask the student to read some of the answers he/she wrote for this section: **Give examples of aspirations you have;** / **Give examples of intercultural experiences;** / **Give examples of places to go on an exchange program.** / **How would you feel if you had to be on your own in a different country?**

Should you have extra time

Ask the student to reproduce the sentences and then change just one word in each:

1. He won't make any adjustments to his plans.
2. I won't feel sad when I am on my own.
3. Will learning a new language make a difference in your career?
4. Being on her own is making her sad.
5. We need to make some adjustments to cope with a rapidly changing world.

LESSON 237

LEARNING OBJECTIVES

- Can justify and sustain views clearly by providing relevant explanations and arguments.
- Can understand cause and effect relationships in a structured text.
- Can follow most of a clearly structured talk or discussion.
- Can recognize the writer's point of view in a structured text.
- Can write a concise summary of the main ideas of a longer structured text.

GRAMMAR

- Due to and owing to express causation and consequence.

ASSESSMENT | The student is asked questions to review the content of the previous lessons. **Audio script:** **What are some benefits of being an exchange student?**

(Answers may vary.) / How does an intercultural immersion experience contribute to personal and academic growth? (Answers may vary.) / How should exchange students interact with native speakers to pursue fluency in language? (Answers may vary.)

INTERPRETING THE PICTURE | The student answers the two questions from this section out loud: **What might the bubbles in the picture represent?** (Possible answer: They represent thoughts.) / **What do you think she is thinking about?** (Possible answer: She may be thinking about a solution to a problem or an idea for a project.)

NOTE | Ask students if they have watched the **Language Functions** video on **Wiz.me**, at home, before coming to class. Encourage them to do so as preparation for each **Input Lesson**.

GETTING READY! REMINDER | The student is asked if he/she has prepared for the lesson by accessing the **Getting Ready!** and **Video** cards on **Wiz.me**. Then he/she has to answer two questions related to the theme of the lesson: **What fills your heart with gratitude? (Answers may vary.)** / **How do you deal with frustration? (Answers may vary.)**

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

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

INTERACTIVE TASK

Pronunciation Practice

The student reproduces the following words separately to reinforce pronunciation: **difficulty** / **mature** / **resilient** / **permanent** / **temporary**

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

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

INTERACTIVE TASK

Match

The student matches the sentences to the corresponding pictures. **Audio script:** **We all struggle to deal with frustration.** / **Due to the language barrier, we couldn't talk much.** / **We struggled to find a temporary solution.** / **I'd expect her to be flexible since she's mature.**

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INTERACTIVE TASK

Maze

The student unscrambles the sentences by dragging the boxes vertically. **Audio script:** Some people struggle with confidence and others take advantage of that. / Owing to the difficulty in dealing with her own emotions, she didn't get promoted. / No matter what happens, I don't expect you to be resilient on your own. / Let's think outside the box to find a permanent solution.

LANGUAGE PRACTICE | The student listens to a sentence and says it out loud. Then he/she listens to a word and says the sentence again using the word given. Whenever there is a question, the student should reproduce and answer it out loud. In case the student is not reproducing the content out loud, call his/her attention to do so.

AUDIO RECAP | The student listens to the audio of **Verbs**, **New Words**, **Useful Phrases**, and **Language Functions** sections again and reproduces them out loud. In case the student is not reproducing the content out loud, call his/her attention to do so.

GET REAL | The student begins by listening, reproducing, and answering the questions from the **Getting the most out of the theme** box. After completing this, they should read the text in their book. Then, in his/her notebook, he/she writes what the text is about and shows it to you during the Teacher Support. As a wrap-up, he/she completes an interactive task with the words from the **Take a Look!** box by dragging them to the correct picture.

DISCUSSION | The student listens, reproduces, and answers the questions one at a time. In case the student is not reproducing the content out loud, call his/her attention to do so.

LEARNING OBJECTIVE CHECKING | The student checks the content he/she learned in this lesson on the spread page.

HOMEWORK INSTRUCTIONS | The student listens to the **Homework** instructions for the **Workbook** and **Wiz.me**. He/She is instructed to do the **Speak Up!** and **What's More?** cards, to listen to the class's audio on the **Listen Up!** card, and to watch the **Language Functions** video on the **Video** card.

TEACHER SUPPORT – 5'

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

DRILLING PRACTICE

1. Owing to social barriers, she decided to move to another country. / communication / language
2. They experienced difficulties due to their background. / financial conditions / social conditions
3. He boosted his confidence owing to his family's support. / due to / thanks to

GET REAL | Check the student's understanding of what the **Get Real** text is about and choose one of the questions from this section to discuss with him/her:

1. What does the new school curriculum in England emphasize? (It emphasizes character traits such as self-confidence, persistence, resilience, teamwork, leadership, and adaptability.)
2. What kind of opportunities are recommended for students to take advantage of? (Students are recommended to take advantage of either temporary or permanent volunteering opportunities.)

DISCUSSION | Choose one of the questions from this section and discuss it with the student:

- a. What goal are you struggling to reach? (Answers may vary.)
- b. What barriers do you expect to face while trying to reach your goals? (Answers may vary.)
- c. How do you expect to overcome frustrations and difficulties that you might have? (Answers may vary.)

LEARNING OBJECTIVE CHECKING | Check if the student marked the content he/she learned in this lesson. If time allows, take this opportunity to reinforce what the student has learned by referring to the following LOs to ask the student for some examples:

- talk about challenges and how to face them
- express cause and consequence

HOMEWORK INSTRUCTIONS | Check if the student has any questions about the **Homework**. Remind him/her to access the **Speak Up!** and **What's More?** cards, and complete the activities related to **Lesson 237**. The student should also listen to the audio on the **Listen Up!** card. Encourage him/her to access the **Video** card and watch the **Language Functions** video.

Should you have extra time

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

1. This is a temporary shelter for the refugees. (the ideal)
2. By being flexible, you can adapt to changing situations. (resilient)
3. He needs a permanent job now that he is living on his own. (abroad)
4. I would like to express my gratitude for your help. (support)
5. Be resilient, no matter what happens. (grateful)

LESSON 238

REITERATIVE LEARNING OBJECTIVES

- Can justify and sustain views clearly by providing relevant explanations and arguments.
- Can understand cause and effect relationships in a structured text.
- Can follow most of a clearly structured talk or discussion.

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

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

INTERACTIVE TASK

Content Review — Assessment

The student answers questions to review what he/she learned in the previous lesson: **Is there any subject you struggle with? (Answers may vary.) / Do you have difficulty in expressing gratitude? Why or why not? (Answers may vary.) / What do you expect to happen in the next semester? (Answers may vary.)**

QUESTIONS | The student listens to the questions, then reproduces and answers them out loud. In his/her notebook, he/she is instructed to write down the answers and say them to you during the Teacher Support.

DRILLING PRACTICE | The student does the drilling practice along with the audio material. In case the student is not reproducing the content out loud, call his/her attention to do so.

SAY IT RIGHT! | The student pays attention to the example, listens to the other sentences, and reads them out loud, paying attention to the underlined words. For further practice, the student has to say only the underlined words out loud. During the Teacher Support, the student will be given two sentences and he/she has to read them out loud to you.

REORDER THE PARAGRAPHS | After saying what he/she thinks the text is about, the student reads the text and marks its correct order. He/She is given the answer key to the exercise and then is asked to practice reading the text, now in the right order, out loud. As a wrap-up, the student answers some questions about the topic.

LET'S GET AROUND | To start, the student looks at the second picture of the section and says some words or ideas related to what he/she sees. He/She is instructed to watch the video on the **Video** card on **Wiz.me** and to answer the question on the quiz before the answer is revealed. The student watches the video a second time, so that in his/her notebook, he/she can take notes of important information to help him/her start writing his/her podcast script. To finish, he/she answers some comprehension questions about the video. **Audio script:** **What is one strategy Rose says teenagers can use to overcome challenges? (Practicing gratitude.) / What does Rose say at first about frustration? (It's a normal part of facing challenges.)**

NOTE | Students should write a final podcast script containing up to 270 words, and the final audio recording should be no longer than 2 minutes. The podcast audio will only be recorded in the **Review Lesson**.

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

HOMEWORK INSTRUCTIONS | The student is guided to do the **Homework** on **Wiz.me**. Continuing on **Wiz.me**, he/she is advised to listen to the lesson's audio on the **Listen Up!** card, to practice the pronunciation on the **Speak Up!** card, and to prepare for the next lesson using the **Getting Ready!** and **Video** cards.

TEACHER SUPPORT – 5'

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

DRILLING PRACTICE

1. They became resilient owing to the barriers they faced. / difficulties / challenges
2. Her success is due to her mature attitude. / decisions / choices
3. Our good results are not due to luck. / outcomes / achievements

QUESTIONS | Ask questions a-f from the book to your student:

- a. What's a student's good performance at school due to? (Answers may vary.)
- b. What's the rising interest in technology among teens due to? (Answers may vary.)
- c. What's the increase in stress among teens due to? (Answers may vary.)
- d. What's the decrease in people's sleep quality due to? (Answers may vary.)
- e. Due to what factors do you study English? (Answers may vary.)

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- f. What skills have you developed owing to your commitment to learning new things? (Answers may vary.)

SAY IT RIGHT! | Ask the student to read the following sentences. Be attentive to his/her pronunciation of the underlined words.

- a. He struggles to set career goals due to a lack of confidence.
- b. He struggles to set career goals due to a lack of confidence.
- c. He struggles to set career goals due to a lack of confidence.

NOTE | For this activity, students will practice sentence stress by emphasizing specific words to give different meanings to the same sentence. Speakers usually stress the words that have important information, known as content words. However, whatever is important changes depending on the context.

- a. He struggles to set career goals due to a lack of confidence.
- b. He struggles to set career goals due to a lack of confidence.
- c. He struggles to set career goals due to a lack of confidence.
- d. She expects to find a permanent job before going to college.
- e. She expects to find a permanent job before going to college.
- f. She expects to find a permanent job before going to college.

LET'S GET AROUND | Ask the student one of the comprehension questions about the video and then check if he/she has any questions regarding the podcast script production.

UNLOCK | Choose two of the following contents and ask the student to read some of the answers he/she wrote for this section: Give examples of barriers people face; / Give examples of temporary jobs; / Give examples of things that students struggle with. / What is something you find challenging?

Should you have extra time

Ask the student to reproduce and complete the following sentences:

- 1. He is neither flexible nor...
- 2. Mature people usually know how to cope with...
- 3. By being flexible, you can...
- 4. They experienced difficulties due to...
- 5. Our good results are not due to...

LESSON 239

LEARNING OBJECTIVES

- Can suggest solutions to problems and explain why they would work.
- Can give advice by putting oneself in someone else's position.
- Can understand the main points presented in a structured text.
- Can write a concise summary of the main ideas of a longer structured text.

GRAMMAR

- If I were... for advice.

ASSESSMENT | The student is asked questions to review the content of the previous lessons. **Audio script:** How can we express gratitude for life? (Answers may vary.) / What does being resilient mean? (Being able to become strong, happy, or successful again after a difficult situation.) / What issues do people your age tend to struggle with? (Answers may vary.)

INTERPRETING THE PICTURE | The student answers the two questions from this section out loud: What is the man doing? (Possible answer: Chatting to someone in English/from another country through a laptop.) / What made it possible? (Possible answer: The advent of the Internet and, consequently, the use of communication platforms.)

NOTE | Ask students if they have watched the **Language Functions** video on **Wiz.me**, at home, before coming to class. Encourage them to do so as preparation for each **Input Lesson**.

GETTING READY! REMINDER | The student is asked if he/she has prepared for the lesson by accessing the **Getting Ready!** and **Video** cards on **Wiz.me**. Then he/she has to answer two questions related to the theme of the lesson: How do you feel when you say that you can't wait for something? (Answers may vary.) / What do you need to focus on right now? (Answers may vary.)

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

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

INTERACTIVE TASK

Pronunciation Practice

The student reproduces the following words

separately to reinforce pronunciation: **weakness / comprehension / practice / engagement / motivated**

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

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

INTERACTIVE TASK

Match

The student matches the sentences to the corresponding pictures. **Audio script:** I'm looking forward to traveling alone. / You've made it this far on your own, congratulations. / I can't wait to focus on my career. / Try to focus on listening comprehension.

INTERACTIVE TASK

Maze

The student unscrambles the sentences by dragging the boxes vertically. **Audio script:** If I were you, I'd try to understand what my weaknesses are and improve them. / If I were you, I would do a lot of practice and constant repetition regularly. / If I were her, I would access the digital platform to practice pronunciation exercises. / You've made it this far. What's the secret to keeping yourself motivated?

LANGUAGE PRACTICE | The student listens to a sentence and says it out loud. Then he/she listens to a word and says the sentence again using the word given. Whenever there is a question, the student should reproduce and answer it out loud. In case the student is not reproducing the content out loud, call his/her attention to do so.

AUDIO RECAP | The student listens to the audio of **Verbs**, **New Words**, **Useful Phrases**, and **Language Functions** sections again and reproduces them out loud. In case the student is not reproducing the content out loud, call his/her attention to do so.

GET REAL | The student begins by listening, reproducing, and answering the questions from the **Getting the most out of the theme** box. After completing this, they should read the text in their book. Then, in his/her notebook, he/she writes what the text is about and shows it to you during the Teacher Support. As a wrap-up, he/she completes an interactive task with the words from the **Take a Look!** box by dragging them to the correct picture.

DISCUSSION | The student listens, reproduces, and answers the questions out loud one at a time. In case the student is not reproducing the content out loud, call his/her attention to do so.

LEARNING OBJECTIVE CHECKING | The student checks the content he/she learned in this lesson on the spread page.

HOMEWORK INSTRUCTIONS | The student listens to the **Homework** instructions for the **Workbook** and **Wiz.me**. He/She is instructed to do the **Speak Up!** and **What's More?** cards, to listen to the class's audio on the **Listen Up!** card, and to watch the **Language Functions** video on the **Video** card.

TEACHER SUPPORT – 5'

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

DRILLING PRACTICE

1. Would you talk about your weaknesses if you were her? / feelings / plans
2. If I were you, I would work harder on your reading comprehension skills. / writing / speaking
3. I wouldn't focus only on the repetition of words if I were them. / expressions / sentences

GET REAL | Check the student's understanding of what the **Get Real** text is about and choose one of the questions from this section to discuss with him/her:

1. What is exciting news for elementary school students in France? (The government is taking some initiatives to keep them more motivated to study English by incorporating cartoons into their studies.)
2. What's the objective of this measure? (The objective is to boost language engagement starting at a young age.)

DISCUSSION | Choose one of the questions from this section and discuss it with the student:

- a. What skill do you need to focus more on to improve your English? (Answers may vary.)
- b. What keeps you motivated to study English? (Answers may vary.)
- c. How do digital platforms facilitate interaction between people from different countries? (Possible answer: By providing tools for communication, language learning, social networking, online communities, and business collaboration.)

LEARNING OBJECTIVE CHECKING | Check if the student marked the content he/she learned in this lesson. If time allows, take this opportunity to reinforce what the student has learned by referring to the following LOs to ask the student for some examples:

- discuss the importance and ways of learning English
- give advice by putting yourself in the listener's position

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

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her to access the **Speak Up!** and **What's More?** cards, and complete the activities related to **Lesson 239**. The student should also listen to the audio on the **Listen Up!** card. Encourage him/her to access the **Video** card and watch the **Language Functions** video.

Should you have extra time

Give pieces of advice using "If I were you...." for the situations below.

1. I should reflect on the time we spend using digital platforms.
2. I'm looking forward to starting my immersion course.
3. I can't wait to use this new digital platform.
4. I've made it this far with my English presentations.
5. What career would you focus on if you were me?

LESSON 240

REITERATIVE LEARNING OBJECTIVES

- Can suggest solutions to problems and explain why they would work.
- Can give advice by putting oneself in someone else's position.

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

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

INTERACTIVE TASK

Content Review — Assessment

The student answers questions to review what he/she learned in the previous lesson: **Are you looking forward to anything happening over the next months? (Answers may vary.) / How important is it to practice pronunciation? (Answers may vary.) / If you were a famous person, who would you be? (Answers may vary.)**

FLUENCY PRACTICE | The student pays attention to the model and observes what changes from one sentence to another. Then he/she changes the sentences according to the model. To correct the student's production, he/she drags the boxes to the corresponding content. **Answer key:** a. If I were you, I would focus on reading practice. / b. If I were her, I would research different digital platforms. / c. If I were him, I would consider studying abroad. / d. If I

were them, I would reflect on the importance of setting clear goals. / e. If I were you, I would replace this word to avoid repetition.

DRILLING PRACTICE | The student does the drilling practice along with the audio material. In case the student is not reproducing the content out loud, call his/her attention to do so.

SAY WHAT YOU THINK | The student reads the sentences and reproduces them out loud. Then, in his/her notebook, he/she writes his/her opinions about each sentence to show to you during the Teacher Support. He/She is also guided to use the content in the **Useful Language** box.

GOING FURTHER | The student listens to the questions and to the content of the **Useful Language** box and then reads them out loud. He/She is instructed to discuss the questions during the Teacher Support with you or a classmate.

LET'S GET AROUND | To start, the student looks at the third picture of the section and says some words or ideas related to what he/she sees. He/She is instructed to watch the video on the **Video** card on **Wiz.me** and to answer the question on the quiz before the answer is revealed. The student watches the video a second time, so that in his/her notebook, he/she can take notes of important information to help him/her finish writing and reviewing his/her podcast script. To finish, he/she answers some comprehension questions about the video. **Audio script:** **What qualities does Rose mention in the podcast as important to overcome challenges? (Resilience and determination.) / What question does Mia need to answer to win the game? (She needs to answer what a key characteristic of a high-performance podcast is.)**

NOTE | Students should write a final podcast script containing up to 270 words, and the final audio recording should be no longer than 2 minutes. The podcast audio will only be recorded in the **Review Lesson**.

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

HOMEWORK INSTRUCTIONS | The student is guided to do the **Homework** on **Wiz.me**. Continuing on **Wiz.me**, he/she is advised to listen to the lesson's audio on the **Listen Up!** card, to practice the pronunciation on the **Speak Up!** card, and to prepare for the next lesson by watching the **Pinpoint** video, at home, on the **Video** card. Ask the student to complete the activity **Propose a Solution** in **Wiz Mock**.

TEACHER SUPPORT – 5'

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

DRILLING PRACTICE

1. If I were you, I would consider daily yoga practice. / sports / meditation
2. I wouldn't focus on listening comprehension if I were you. / reading / writing
3. Would you cancel the trip if you were me? / meeting / game

SAY WHAT YOU THINK | Check the student's sentences giving his/her opinion about each sentence of the exercise.

GOING FURTHER | Discuss one of the following questions with your student:

1. What advantages can speaking English fluently bring to your life? (Answers may vary.)
2. Which skill should you improve: speaking, writing, reading, or listening comprehension? (Answers may vary.)
3. How could digital platforms help you improve this skill? (Answers may vary.)
4. What keeps you motivated to study English? (Answers may vary.)

LET'S GET AROUND | Ask the student one of the comprehension questions about the video and then check if he/she has any questions regarding the podcast script production.

UNLOCK | Choose two of the following contents and ask the student to read some of the answers he/she wrote for this section: Give examples of digital platforms you use and why; / Say what you should focus on when learning a second language; / Give examples of ways of interaction. / What can we do to turn our weaknesses into strengths?

Should you have extra time

Ask students to give examples of:

1. Digital platforms.
2. Their weaknesses regarding learning English.
3. Words with difficult pronunciation.
4. Something he/she should practice more.
5. Ways he/she keeps motivated.

REVIEW – TOMORROW'S POSSIBILITIES

HOMEWORK REMINDER | The student is asked if he/she has done the cards from the previous lesson on **Wiz.me**.

PINPOINT | First, the student answers questions related to the **Pinpoint** theme, looks at the picture in his/her book, and says what comes to mind. After that, he/she answers questions based on the video. To confirm his/her answers, the student has to match the content from the boxes.

Answer key:

- What is the definition of a "goal", according to the video? (A goal is a clear vision of an awesome future that needs to be accompanied by a plan and a time frame.)
- What is the concept of "vision", according to the video? (A vision is a clear picture of the awesome future you want.)
- Why is it important to have a clear vision for your future? (Because the clearer your vision for the future is, the more likely you are to achieve it.)
- What are Gabby's instructions after you imagine your future-self? (Take out a blank piece of paper or start a Google Doc, number it one through ten, and write down your thoughts about how you hope things will look by the time you are 18 and ready to graduate high school.)

CONVERSATION PRACTICE | The student listens to some questions and answers them out loud. In case the student is not reproducing the content out loud, call his/her attention to do so.

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

SELF-ASSESSMENT – STUDENT'S BOOK

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

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

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

LET'S GET AROUND | The student is guided to recap the situations by watching the three **Let's Get Around** videos in the **Video** cards in the **Output Lessons**. He/She should also review the notes written in the previous **Output Lessons**. Then he/she is instructed to record the podcast on the smartphone and present it to you and the colleagues at the end of the class. In case the student does not have a recording device, he/she is instructed

INTERACTIVE TEACHER'S GUIDE

to present a live podcast. The idea here is for you, the teacher, to guess which kind of podcast the student is presenting.

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

LET'S CHECK AND HOW AM I DOING? | The student is guided to do the **Let's Check!** and **How Am I doing?** cards on **Wiz.me**.

HOMEWORK INSTRUCTIONS | The student listens to the **Homework** instructions for the **Workbook** activities. He/She is also reminded to watch the three **Let's Get Around** videos again, do the **Let's Check!, How Am I Doing?** and **Wiz.battle** cards to complete the activities related to the **Review Lesson**. He/She should also listen to the audio on the **Listen Up!** card.

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

TEACHER SUPPORT – 5'

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

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

- 1.** Do you ever set goals for yourself? Why or why not? (Answers may vary.)
- 2.** What is one specific goal you have for the next few years, and how do you plan to achieve it? (Answers may vary.)
- 3.** What are your plans for your next vacation? (Answers may vary.)
- 4.** How do you see yourself after graduating high school? (Answers may vary.)
- 5.** Is it important to set both short-term and long-term goals? Why? (Answers may vary.)

SELF-ASSESSMENT – STUDENT'S BOOK | Make sure to check the answers the student marked before the **Closing** step. Take notes of relevant information to share with your coordinator. Check/contextualize/model any questions or unclear and difficult content.

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

LET'S GET AROUND | Have the student present his/her podcast to you or a classmate for you to guess what kind of podcast the student is presenting.

NOTE | Students should write a final podcast script containing up to 270 words, and the final audio recording should be no longer than 2 minutes.

LEARNING OBJECTIVE CHECKING | Check if the student marked the content he/she learned in this batch of lessons. If time allows, take this opportunity to reinforce what the student has learned by referring to the following LOs to ask the student for some examples:

- discuss relevant personal experiences as an exchange student
- talk about future ongoing actions
- talk about challenges and how to face them
- express cause and consequence
- discuss the importance and ways of learning English
- give advice by putting yourself in the listener's position

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

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

Should you have extra time

Ask the student to create a sentence using:

- 1.** to pursue
- 2.** to be on my own
- 3.** resilient
- 4.** to take advantage of
- 5.** to look forward to