



**WIZARD**  
by Pearson

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6

CHECKING  
SENTENCES

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**In this material you will find:**

- lesson Learning Objectives and grammar points;
- instructions for checking Student's Book activities;
- **Remember this is a guide to be used only by teachers and coordinators. Students will have all the information they need in their audio material. Remind them to do the activities aloud. They should always start the class by listening to the audio material.**

**WELCOME LESSON****LEARNING OBJECTIVES**

- Can understand some common classroom commands and questions.
- Can use some expressions to give opinions and points of view.
- Can make questions regarding agreement and understanding of a topic.

**CHECKING SENTENCES****Conversation Practice**

1. What can you say to give someone permission to do something? *Be my guest.*
2. How can you tell someone that they don't need to hurry to do something? *Take your time!*
3. What will I probably ask you at the beginning of our classes? *Have you done your homework?*
4. What can you ask someone when you feel they didn't catch what you said? *Do you want me to repeat it?*
5. How can you ask someone if they understood what was said? *Is it clear?*
6. How can you start a sentence to give someone a suggestion? *What if I / you ... ? If not, why not?*
7. How can you ask someone what they are suggesting in an angry way? *What are you getting at?*
8. What's another way to say: *What's the problem? What's the matter?*
9. How can you politely say that you want to know how to do something? *I'd like to know how to ...*
10. How can you colloquially ask someone to give you some help? *Can you give me a hand?*
11. What can you say when someone is telling you something that is new for you? *I didn't know that ... / I didn't know about that.*
12. How can you ask someone if they have the same opinion as somebody else? *Do you agree that ... ?*

- Checking sentences;
- answer key for listening activities.

13. What can you say to show your point of view? *As I see it ... .*
14. How can you express the idea that you are aware of something until a certain extent? *As far as I know ... .*

**Welcome Game**

Students will read the questions and invite the teacher and/or his/her classmates to play the game.

**Why is it important to study English?**

Tell students that you would like to know why they study English so that you can help them achieve their goals. Use the **Conversation Practice** time to have this catch up with your student. Make the atmosphere comfortable for students so they feel free to talk. Then, give out the *Why is it important to study English?* answering sheet, read all the questions with the students, and make sure they understand them. Give them several minutes to fill them out and collect them back. Once again, explain that you are going to read each one of them and prepare your classes in a way their goals are better fulfilled.

**Note:** Remind students to access the **Class Preparation** card on Wiz.me to prepare for Lesson 121.

**LESSON 121****LEARNING OBJECTIVES**

- Can speculate about the future.
- Can talk about plans and situations for the future.
- Can talk about different kinds of trips.

**GRAMMAR**

- review future tenses;
- review *may, would, can, could, should + infinitive*.

## CHECKING SENTENCES

1. Lesley likes to go on adventure trips when she can. / volunteer / solo
2. Susan and John bought tickets to go on a romantic trip. / scuba diving / adventure
3. Should you plan three months ahead for a trip to the desert? / rainforest / island
4. Is she really going to organize a safari? / romantic trip / road trip
5. I am planning to take a round-trip to Europe. / Canada / the U.S.
6. That should help you get some work experience. / can / could
7. She can't cut herself off from the virtual world. / They / We
8. She is going on a one-way trip to Spain. / My brother / His sister

**Real Life** - Students will work according to the audio instructions and they will have to write sentences related to the images. They should practice reading them with you or a classmate.

**Check it Out!** - Students will listen to the audio material and produce a text using the content from this section. Check their production and remind them they are going to develop this text to do the first exercise of the Workbook at home.

**Wiz.me** - Ask students to access the **Personal Assistant**, go to **Speaking Practice** related to **Lesson 121**, and work on **Pronunciation Practice** and **Oral Practice**. It is very important that students do these exercises in order to master the language.

## LESSON 122

### CHECKING SENTENCES

1. He will go on a solo trip next month. / can / going to
2. They should plan ahead before going on a one-way trip. / could / have to
3. My sister isn't going to fly to the desert. / won't / shouldn't
4. Shouldn't we organize our road trip together? / Couldn't / Won't
5. You need to think your volunteer trip through. / have to / should

**Fluency** - Students should read the sentences and rewrite them according to the symbols given. Check their answers.

**Describing the Picture** - Students will look at the picture and write a short story about it. Check their stories.

**Questions** - Students have to read the questions and write down the answers. Correct their production, and check if they have any questions.

### There and Around

After listening to the dialogue, students will open Wiz.me and access the Recording card. They have to read the audio script and record it with their own voice. They can have a classmate help them perform it, if possible. Remind them that in every Output lesson, they are going to create their own dialogue, based on the story. They should use the space in their book to do it. At the end of the class, clarify any questions students may have.

**Unlock** - Ask students what kinds of trips they would like to go on, and in which situations they prefer to cut themselves off from the virtual world.

## LESSON 123

### LEARNING OBJECTIVES

- Can talk about past experiences using Simple Past and Present Perfect.

### GRAMMAR

- Present Perfect for past experiences.

### CHECKING SENTENCES

1. I haven't organized any trips. / planned / considered
2. Has she considered his recommendation? / travel agency / work experience
3. Has Emma searched for a popular travel agency? / site / customized trip
4. Where have they flown to on their adventure trip? / scuba diving / volunteer
5. How has Stewart organized a customized trip alone? / Peter / Louis
6. I have never traveled during the hurricane season. / already / many times
7. Did you get in touch with your friend to ask about the low season? / high / wet
8. Is it the wet season in New Zealand at this time of the year? / low / high

**Real Life** - Students will work according to the audio instructions and they will have to write sentences related to the images. They should practice reading them with you or a classmate.

**Check it Out!** - Students will listen to the audio material and produce a text using the content from this section. Check their production and remind them they are going to develop this text to do the first exercise of the Workbook at home.

**Wiz.me** - Ask students to access the **Personal Assistant**, go to **Speaking Practice** related to **Lesson 123**, and work on **Pronunciation Practice** and **Oral Practice**. It is very important that students do these exercises in order to master the language.

## LESSON 124

### CHECKING SENTENCES

1. Has she flown to Ireland? / England / Australia
2. I have considered being a YouTuber. / They / He
3. My friends have searched the Internet for a travel agency. / popular site / customized trip
4. Has he really considered a trip during the hurricane season? / planned / organized
5. They haven't flown during the high season. / low / hurricane

**Listen and Check** - Students will listen and check the pictures that best describe what they hear. They should discuss the pictures they have checked with you or a classmate. **AK: 1) a, 2) c, 3)b.**

**Read and Discuss** - Students will follow the audio instructions. They should write a short text expressing their personal experience, saying if they think about what to do in detail when planning a trip. They should also say the kind of planning people usually do when traveling. Students should read the text to you or a classmate in order to discuss about it.

**Give your Opinion About ...** - Students should read the sentences and write their opinion about each topic. Check if they have any questions. They should practice reading and discussing their opinions with your or a classmate.

### There and Around

After listening to the dialogue, students will open Wiz.me, access the Recording card, and read the audio script so they can record it with their own voice. They can have a classmate help them perform it, if possible. Reinforce they have to create their own dialogue, based on the story.

At the end of the class, clarify any questions students may have.

**Unlock** - Ask students where there are hurricane seasons and to name countries they would like to visit.

## LESSON 125

### LEARNING OBJECTIVES

- Can understand content related to interviews.
- Can use adjectives with the correct negative prefix.
- Can ask questions using the Present Perfect with ever.

### GRAMMAR

- adjectives negative prefixes;
- Present Perfect with ever.

### CHECKING SENTENCES

1. I haven't scheduled your visa interview. / job / at the consulate
2. Has that trip required a passport? / tourist visa / business visa
3. Carol needs to submit a visa renewal. / work visa / work permit
4. They are unpopular. / unhelpful / illegal
5. Do they have nonimmigrant status? / illegal / tourist
6. She has shown up at his house. / office / workplace
7. They don't want to run the risk of missing the flight. / job / interview
8. I need to keep track of the projects every week. / month / day

**Real Life** - Students will work according to the audio instructions and they will have to write sentences related to the images. They should practice reading them with you or a classmate.

**Check it Out!** - Students will listen to the audio material and produce a text using the content from this section. Check their production and remind them they are going to develop this text to do the first exercise of the Workbook at home.

**Wiz.me** - Ask students to access the **Personal Assistant**, go to **Speaking Practice** related to **Lesson 125**, and work on **Pronunciation Practice** and **Oral Practice**. It is very important that students do these exercises in order to master the language.

## LESSON 126

### CHECKING SENTENCES

1. Have you ever needed a passport? / they / she
2. He has submitted a visa application. / renewal / work permit
3. Has your friend ever scheduled an interview in a consulate? / visa renewal / required
4. She hasn't shown up for the interview. / appointment / trip
5. Have you ever submitted a business visa? / tourist / work

**Pronunciation Around the World** - Students should listen to the audio and pay attention to the different accents they hear.

1. **don't:** I don't like to travel alone.
2. **doesn't:** He doesn't how to get there.
3. **didn't:** They didn't know her name.
4. **haven't:** I haven't submitted a visa application.
5. **hasn't:** He hasn't flown first class.
6. **won't:** My sister won't go on an adventure trip.
7. **wouldn't:** She wouldn't like to live in Ireland.
8. **can't:** My parents can't find their passports.
9. **isn't:** He isn't submitting a tourist visa application.
10. **aren't:** We aren't scheduling an interview.
11. **wasn't:** I wasn't staying up-to-date with the news.
12. **weren't:** They weren't in Australia.

**Listen and Discuss** - Students will work according to the audio instructions. With you or a classmate, they have to talk about the dialogue, say if they have ever been in a similar situation, and if possible, they should perform reading the text. Check on their performance, pronunciation, and clarify any questions students may have.

**Role-play** - Students have to read the dialogue and complete it according to their opinions. They should role-play it with a classmate.

### There and Around

After listening to the dialogue, students will open Wiz.me, access the Recording card, and read the audio script so they can record it with their own voice. They can have a classmate help them perform it, if possible. For the following class, students have to watch the There and Around video on Wiz.me, to help them with the final version of dialogue on the Review Lesson.

**Unlock** - Ask students to give examples of people, things, or situations they need to keep track of.

### REVIEW 1

### CHECKING SENTENCES

Students should read the text and answer the following questions about it.

1. How can planning a trip help with our mental health?  
*The feeling that planning ahead for a trip can be almost as enjoyable as going on the trip itself.*
2. How can our mind be a source of happiness for anticipating a trip?  
*When we know good things are coming.*
3. Do you believe our mind can really be a source of happiness?  
*Personal answer.*
4. How do we start consuming a trip before traveling?  
*When we imagine eating gelato in a piazza in Rome or going water skiing with friends we don't see as much as we'd like, we get to experience a version of those events in our mind.*
5. What makes traveling better?  
*Experiences, not possessions.*
6. And in your opinion, what makes traveling better?  
*Personal answer.*
7. Why is Adam Beneventi still optimistic about planning a trip?  
*Because planning a trip is exciting.*

### Self-assessment

1. Are you going on a trip next year?
2. What kind of trip would you like to go on?
3. Would you have to plan ahead for a trip to the desert?
4. Have you ever organized a scuba diving trip?
5. Have you ever scheduled a visa interview?

**Self-assessment in the Student's Book** - Students should listen and answer the self-assessment questions from their books, according to the audio material.

**Written Part** - You should collect the sheets from students' Workbooks and correct them.

### There and Around

Students will review the dialogues they wrote on the previous Output lessons and, using the Realias you will give them, they will write the final version on the space provided in the Student's Book. Ask them to perform the dialogue to you with the help of a classmate.

**Wiz.me** - Encourage students to access **Wiz.me** and watch the video related to the **There and Around** section once again. Remind them to also access the **Class Preparation card** for **Lesson 127**.

## LESSON 127

### LEARNING OBJECTIVES

- Can construct sentences with *wh-question words* followed by verbs in the infinitive.
- Can give someone clear and detailed directions.
- Can follow detailed directions.

### GRAMMAR

- *wh-* question words followed by verbs in the infinitive;
- requests with *will*.

## CHECKING SENTENCES

1. Will you need help to carry your baggage? / surfboard / handbag
2. Go straight ahead on South Avenue, and then turn on the third left. / right / second
3. She should get off at the final destination. / in Apple Square / on Third Avenue
4. I'm positive I'll get there in time to see him off. / give him a ride / help him out
5. Will you give me an update on the store refund policy? / company / course
6. Does she know where to read about the airport policies? / company / traveling
7. Will you drop me off on the left? / right / corner
8. Will I have a shuttle waiting for me at the hotel? / airport / hostel

**Real Life** - Students will work according to the audio instructions and they will have to write sentences related to the images. They should practice reading them with you or a classmate.

**Check it Out!** - Students will listen to the audio material and produce a text using the content from this section. Check their production and remind them they are going to develop this text to do the first exercise of the Workbook at home.

**Wiz.me** - Ask students to access the **Personal Assistant**, go to **Speaking Practice** related to **Lesson 127**, and work on **Pronunciation Practice** and **Oral Practice**. It is very important that students do these exercises in order to master the language.

## LESSON 128

### CHECKING SENTENCES

1. Don't forget to get your baggage when you get off. / bags / handbags
2. Your destination is on your right. / left / on the next corner
3. Will you give me a ride to the mall? / airport / downtown
4. I'm sure you need a GPS update. / app / cell phone
5. Who should I send the refund policy to? / address / application

**Fluency** - Students should read the sentences and follow the model to complete the exercise. Check their answers.

**Describing the Picture** - Students will look at the picture and write a short story about it. Check their stories.

**Questions** - Students have to read the questions and write down the answers. Correct their production and check if they have any questions.

### There and Around

After listening to the dialogue, students will open **Wiz.me** and access the Recording card. They have to read the audio script and record it with their own voice. They can have a classmate help them perform it, if possible. Remind them that in every Output lesson, they are going to create their own dialogue, based on the story. They should use the space in their book to do it. At the end of the class, clarify any questions students may have.

**Unlock** - Ask students to give directions to get to a certain place. You can also ask them about wonderful destinations around the world.

## LESSON 129

### LEARNING OBJECTIVES

- Can express obligation.
- Can use language related to airport environment
- Can express the absence of obligation in the present.

### GRAMMAR

- *each other* and reflexive pronouns;
- *have to* for obligations;
- *needn't* and *don't/doesn't have to* for absence of obligation.

## CHECKING SENTENCES

1. I'll pack because I have to leave in ten minutes. / twenty / thirty
2. Could you please help that old lady on the escalator? / in the lounge / in the food court
3. Does she have to board immediately? / right away / right now
4. Please, turn off your cell phones for take-off. / laptops / tablets
5. Did you leave your carry-on baggage at gate four? / purse / backpack
6. You needn't worry; there are other flights later. / in two hours / tonight
7. We looked at each other at the baggage carrousel. / on the escalator / in the lounge
8. Take advantage of the flight delay; kick back and relax. / schedule / connection

**Real Life** - Students will work according to the audio instructions and they will have to write sentences related to the images. They should practice reading them with you or a classmate.

**Check it Out!** - Students should follow the audio instructions and produce a text using the content from this section. Check their production and remind them they are going to develop this text to do the first exercise of the Workbook at home.

**Wiz.me** - Ask students to access the **Personal Assistant**, go to **Speaking Practice** related to **Lesson 129**, and work on **Pronunciation Practice** and **Oral Practice**. It is very important that students do these exercises in order to master the language.

## LESSON 130

### CHECKING SENTENCES

1. Sorry for my delay. I had a problem with my flight. / baggage / work visa
2. Will you come earlier tomorrow? / later / on time
3. Does he live by himself? / she – herself / they – themselves
4. We looked at each other and left the room. / talked / saw
5. You needn't think about business all the time. / the problems / the project

**Listen and Check** - Students will listen and check the pictures that best describe what they hear. They should discuss the pictures they have checked with you or a classmate. **AK: 1) a., 2) c., 3) c.**

**Read and Discuss** - Students will work according to the audio instructions. They should write a short text expressing their personal experience, saying if they have ever had to deal with a flight delay, how they dealt with that, and the best way to act in this situation. Students should read the text to you or a classmate in order to discuss about it.

**Give your Opinion About ...** - Students should read the sentences and write their opinion about each topic. Check if they have any questions. They should practice reading and discussing their opinions with your or a classmate.

### There and Around

After listening to the dialogue, students will open Wiz.me, access the Recording card, and read the audio script so they can record it with their own voice. They can have a classmate help them perform it, if possible. Reinforce they have to create their own dialogue, based on the story. At the end of the class, clarify any questions students may have.

**Unlock** - Ask students to give examples of ways to kick back and relax.

## LESSON 131

### LEARNING OBJECTIVES

- Can follow detailed instructions.
- Can talk about obligations and prohibition.
- Can understand some rules and regulations.

### GRAMMAR

- *must* for obligation and necessity in the present and near future;
- *must not* for prohibition in the present and near future.

### CHECKING SENTENCES

1. Do you prefer to sit in the window seat? / middle / aisle
2. The flight is 15 minutes behind schedule. / ahead of schedule / ahead of time
3. You must keep your seat in the upright position. / have to / need to
4. Would you like an extra pillow? / blanket / portion of vegetables
5. The overhead compartment is too small. / table tray / cabin

6. Do I have to pay an extra fee for in-flight wi-fi? / vegan meals / vegetarian meals
7. I want to make a complaint about my lost baggage. / the cabin crew / flight regulations
8. Where can I place this bag? / carry-on baggage / backpack

**Real Life** - Students will work according to the audio instructions and they will have to write sentences related to the images. They should practice reading them with you or a classmate.

**Check it Out!** - Students will listen to the audio material and produce a text using the content from this section. Check their production and remind them they are going to develop this text to do the first exercise of the Workbook at home.

**Wiz.me** - Ask students to access the **Personal Assistant**, go to **Speaking Practice** related to **Lesson 131**, and work on **Pronunciation Practice** and **Oral Practice**. It is very important that students do these exercises in order to master the language.

## LESSON 132

### CHECKING SENTENCES

1. Have you ever had a lost bag? / complaint about your work / problem during a connection
2. You must follow the rules. / recommendations / regulations
3. The flight is a little ahead of time. / schedule / behind
4. Passengers must not go to the cabin crew. / stand during landing / carry some objects
5. I'll ask the flight attendant for an extra pillow. / blanket / meal

**Fluency** - Students should read the sentences and do the substitution tasks. Check their answers.

**Listen and Discuss** - Students will work according to the audio instructions. With you or a classmate, they have to talk about the dialogue, say if they have ever had a similar situation, and if possible, they should perform reading the text. Check on their performance, pronunciation, and clarify any questions students may have.

**Role-play** - Students have to read the dialogue and complete it according to their opinions. They should role-play it with a classmate.

### There and Around

After listening to the dialogue, students will open Wiz.me, access the Recording card, and read the audio script so they can record it with their own voice. They can have a classmate help them perform it, if possible. For the following class, students have to watch the There and Around video on Wiz.me, to help them with the final version of dialogue on the Review Lesson.

**Unlock** - Ask students something they must not do on an airplane.

## REVIEW 2

### CHECKING SENTENCES

Students will read the text and answer the following questions about it.

1. What is the text about?  
*It's about some tips on how to avoid problems during a flight.*
2. What's your opinion about the space between the seats?  
*Personal answer.*
3. What is your favorite seat?  
*Personal answer.*
4. According to the text, what are the advantages of sitting in the window and aisle seats?  
*You have one of the armrests only for you.*
5. What is the author's recommendation for those sitting in the middle seat?  
*They should try to interact with people sitting beside them.*
6. Do passengers have their own space in the overhead compartment?  
*No, they don't. It must be shared among all passengers.*
7. Have you ever had any kind of conflict on a plane trip?  
*Personal answer.*

### Self-assessment

1. Have you ever traveled by plane?
2. Can you sleep on the plane?
3. Would you like to be a member of a plane crew? Why or why not?
4. Do you like packing?
5. What do you usually take in your carry-on baggage?

**Self-assessment in the Student's Book** - Students should listen and answer the self-assessment questions from their books, according to the audio material.

**Written Part** - You should collect the sheets from students' Workbooks and correct them.

### There and Around

Students will review the dialogues they wrote on the previous Output lessons and, using the Realias you will give them, they will write the final version on the space provided in the Student's Book. Ask them to perform the dialogue to you with the help of a classmate.

**Wiz.me** - Encourage students to access **Wiz.me** and watch the video related to the **There and Around** section once again. Remind them to also access the **Class Preparation card** for **Lesson 133**.

## LESSON 133

### LEARNING OBJECTIVES

- Can describe plans and arrangements.
- Can express purpose and intention.
- Can talk about permission.
- Can understand language related to going through customs or airport immigration.

### GRAMMAR

- *in order to* to express purpose and intention.
- permission using *allowed* or *permitted to*.

### CHECKING SENTENCES

1. He claimed he didn't know about the illicit things. / medicine / goods
2. I was not allowed to answer the customs officer's questions. / security / immigration
3. They will have to get the stamp in their passports first. / inspection / visa
4. He claimed to be in the U.S. on business. / for leisure / to visit friends
5. I left my carry-on baggage on the tram. / passport / some goods
6. This is a security area, please stand back. / dangerous / risky
7. Please, call security quickly in the baggage claim area. / passport control area / check-in area
8. I had to declare the length of my stay on my arrival. / the purpose of my trip / my occupation

**Real Life** - Students will work according to the audio instructions and they will have to write sentences related to the images. They should practice reading them with you or a classmate.

**Check it Out!** - Students should follow the audio instructions and produce a text using the content from this section. Check their production and remind them they are going to develop this text to do the first exercise of the Workbook at home.

**Wiz.me** - Ask students to access the **Personal Assistant**, go to **Speaking Practice** related to **Lesson 133**, and work on **Pronunciation Practice** and **Oral Practice**. It is very important that students do these exercises in order to master the language.

## LESSON 134

### CHECKING SENTENCES

1. He claimed he didn't know that the medicine was illicit. / money / goods
2. You have to declare the purpose of your trip in order to enter the country. / visit / stay
3. The goods are in the confiscation area. / carry-ons / backpacks
4. We weren't allowed to stay in the country. / city / office
5. Please, show your immigration form in the passport control area. / passport / hotel voucher

**Fluency** - Students should answer the questions according to the model given. Check their answers.

**Listen and Discuss** - Students will work according to the audio instructions. With you or a classmate, they have to talk about the dialogue, say if they have ever had a similar situation, and if possible, they should perform reading the text. Check on their performance, pronunciation, and clarify any questions students may have. They should also read a short story about the picture to you or a classmate, make sure they used the vocabulary learned.

**Role-play** - Students have to read the dialogue and complete it according to their opinions. They should role-play it with a classmate.

## There and Around

After listening to the dialogue, students will open Wiz.me and access the Recording card. They have to read the audio script and record it with their own voice. They can have a classmate help them perform it, if possible. Remind them that in every Output lesson, they are going to create their own dialogue, based on the story. They should use the space in their book to do it. At the end of the class, clarify any questions students may have.

**Unlock** – Ask students to give examples of questions when they go through customs.

## LESSON 135

### LEARNING OBJECTIVES

- Can talk about things that are done by others.
- Can use language related to a hotel or hotels facilities.
- Can understand a conversation related to a trip.

### GRAMMAR

- causative verbs *get* and/or *have* to refer to having things done by other people.

## CHECKING SENTENCES

1. It's all settled. We will have a single room. / double room / a balcony
2. We need a housekeeping company to clean up all the rooms. / houses / apartments
3. Could you please make this request at the front desk? / order the dry cleaning service / request the valet service
4. Among the facilities, we have sauna. / spa therapy / dry-cleaning service
5. The hotel is fully booked. / inn / hostel
6. Please, put a *Do not disturb* sign on the door. I need to sleep. / work / make a call
7. While you check in, the doorman will take your luggage to the room. / baggage / bags
8. She will get to the room, unpack, and set up a wake-up call. / take a shower / set back

**Real Life** - Students will work according to the audio instructions and they will have to write sentences related to the images. They should practice reading them with you or a classmate.

**Check it Out!** - Students will listen to the audio material and produce a text using the content from this section. Check their production and remind them they are going to develop this text to do the first exercise of the Workbook at home.

**Wiz.me** - Ask students to access the **Personal Assistant**, go to **Speaking Practice** related to **Lesson 135**, and work on **Pronunciation Practice** and **Oral Practice**. It is very important that students do these exercises in order to master the language.

## LESSON 136

### CHECKING SENTENCES

1. Can I request for my continental breakfast to be delivered to my room? / dinner / lunch
2. We have just arrived. We haven't settled in yet. / checked in / unpacked
3. I've booked a double room with a king-size bed. / minibar / balcony
4. Do they offer dry-cleaning service? / housekeeping / valet
5. I'll have someone clean up your room. / help you with your baggage / take breakfast to your room

**Listen and Answer** - Students will listen to the dialogue and check the answers according to what they hear. At the end of the class, they should discuss the conversation with you or a classmate.

*AK: a. Leisure., b. Colombia., c. by himself., d. in a small hotel., e. Because of its natural and cultural aspects., f. Room with a balcony and sauna.*

**Maze** - Students should follow the audio instructions and write sentences connecting one item from each box.

**Make a Short Comment** - Students will look at the pictures and the sentences. They should make short comments that can be applied in the situations shown.

### There and Around

After listening to the dialogue, students will open Wiz.me, access the Recording card, and read the audio script so they can record it with their own voice. They can have a classmate help them perform it, if possible. Reinforce they have to create their own dialogue, based on the story. At the end of the class, clarify any questions students may have.

**Unlock** – Ask what facilities and services are offered by hotels.

## LESSON 137

### LEARNING OBJECTIVES

- Can explain a problem and demand a resolution.
- Can talk about past possibilities using *may* and *might*.

### GRAMMAR

- modals *may* and/or *might* (*not*) have + Past Participle for past possibilities;
- Past Passive.

### CHECKING SENTENCES

1. She may have traveled to Italy. / Spain / Argentina
2. I forgot my plug adapters. Do you have any to lend me? / sunglasses / beach towels
3. There was a power outage while I was taking a shower. / having dinner / checking out
4. We called the maintenance staff, and the air conditioner was fixed. / fan / shower
5. What time do we have to check in? / check out / take the streetcar
6. Suzanne might have gone to the bank. / drugstore / front desk
7. Can you change the towels, please? / sheets / light bulb
8. You might have left the passport in the safe. / room / at the front desk

**Real Life** - Students will work according to the audio instructions and they will have to write sentences related to the images. They should practice reading them with you or a classmate.

**Check it Out!** - Students should follow the audio instructions and produce a text using the content from this section. Check their production and

remind them they are going to develop this text to do the first exercise of the Workbook at home.

**Wiz.me** - Ask students to access the **Personal Assistant**, go to **Speaking Practice** related to **Lesson 137**, and work on **Pronunciation Practice** and **Oral Practice**. It is very important that students do these exercises in order to master the language.

## LESSON 138

### CHECKING SENTENCES

1. When we arrived in the room, we noticed that the fan was broken. / heater / air conditioner
2. Nothing was done to fix the problem. / Everything / Something
3. Have you put your passport in the safe? / money / documents
4. There were no clean towels in the room. / sheets / pillows
5. The hotel was good, but the staff was indifferent. / unkind / inattentive

**Fluency** - Students should answer the questions according to the model given. Check their answers.

**Listen and Answer** - Students will listen to the text and check the answers according to what they hear. At the end of the class, students should tell you or a classmate what the text is about, if they look for online reviews for hotels, why or why not, and ask about your or his/her classmate's experience as well. *AK: a. No, they didn't., b. No, they didn't., c. burned out lightbulbs, broken fans, no maintenance staff, insects in the.*

**Text** - Students will read the text and write a paragraph summarizing the idea of the text. They should read their production to you or a classmate and discuss the main idea presented.

### There and Around

After listening to the dialogue, students will open Wiz.me, access the Recording card, and read the audio script so they can record it with their own voice. They can have a classmate help them perform it, if possible. For the following class, students have to watch the There and Around video on Wiz.me, to help them with the final version of dialogue on the Review Lesson.

**Unlock** – Ask students to say things guests can't put up with.

**REVIEW 3****CHECKING SENTENCES**

Students will read the text and answer the following questions about it.

1. What famous destinations in the U.S. were mentioned by Joe?  
*Florida and California.*
2. Why did he decide to travel to Maine?  
*To visit the city where Stephen King lives.*
3. Who is Stephen King?  
*A famous American writer.*
4. Where is Maine situated?  
*In the northeastern part of the country.*
5. What did the customs officer ask Joe?  
*If he had something to declare.*
6. What happened to his baggage?  
*It went through inspection.*
7. What destination would you choose in the U.S.?  
*Personal answer.*

**Self-assessment**

1. How often do you travel on business?
2. What do customs officers usually ask passengers?
3. What questions will a passenger probably have to answer at the immigration?
4. What's something that is not allowed in the security area?
5. Can you name some hotel facilities?

**Self-assessment in the Student's Book** - Students should listen and answer the self-assessment questions from their books, according to the audio material.

**Written Part** - You should collect the sheets from students' Workbooks and correct them.

**There and Around**

Students will review the dialogues they wrote on the previous Output lessons and, using the Realias you will give them, they will write the final version on the space provided in the Student's Book. Ask them to perform the dialogue to you with the help of a classmate.

**Wiz.me** - Encourage students to access **Wiz.me** and watch the video related to the **There and Around** section once again. Remind them to also access the **Class Preparation card for Lesson 139**.

**LESSON 139****LEARNING OBJECTIVES**

- Can express preferences about foods and drinks.

**GRAMMAR**

- *would rather (than)* to express preference;
- *prefer* with *to*.

**CHECKING SENTENCES**

1. I'll select some dried fruits to make a healthy cake. / grains / nuts
2. We need to run some errands. Can you pick me up at three? / six / four
3. I had to return all the beverages. / dairy products / peas
4. I'd rather have mango than papaya for dessert. / avocado / melon / almonds
5. We've run out of walnuts. / almonds / peanuts
6. Please, return this carton of milk. It's recyclable. / water bottle / jelly jar
7. I'll select some recipes with cashew nuts. / avocados / papaya
8. He noticed that the price of the dried fruits was wrong. / grains / peas

**Real Life** - Students will work according to the audio instructions and they will have to write sentences related to the images. They should practice reading them with you or a classmate.

**Check it Out!** - Students should follow the audio instructions and produce a text using the content from this section. Check their production and remind them they are going to develop this text to do the first exercise of the Workbook at home.

**Wiz.me** - Ask students to access the **Personal Assistant**, go to **Speaking Practice** related to **Lesson 139**, and work on **Pronunciation Practice** and **Oral Practice**. It is very important that students do these exercises in order to master the language.

## LESSON 140

### CHECKING SENTENCES

1. We are running out of fruit. Please, buy some. / nuts / dried fruits
2. She'd rather eat fresh than dried fruit. / nuts – peas / papaya – avocado
3. She forgot to include the melons. / almonds / walnuts
4. Can you pick the kids up from school? / the mall / my mother's house
5. I'd like to return the nuts. They don't taste good. / peanuts / avocados

**Fluency** - Students should read the sentences and do the substitution tasks. Check their answers.

**Describing the Picture** - Students will look at the picture and write a short story about it. Check their stories.

**Questions** - Students have to read the questions and write down the answers. Correct their production, and check if they have any questions.

### There and Around

After listening to the dialogue, students will open Wiz.me and access the Recording card. They have to read the audio script and record it with their own voice. They can have a classmate help them perform it, if possible. Remind them that in every Output lesson, they are going to create their own dialogue, based on the story. They should use the space in their book to do it. At the end of the class, clarify any questions students may have.

**Unlock** - Ask students to give examples of grains and nuts.

## LESSON 141

### LEARNING OBJECTIVES

- Can identify and understand content related to financial planning for traveling.
- Can identify and understand some financial topics.

### GRAMMAR

- express sufficiency and insufficiency with *enough* and *too*;
- common quantifiers such as *a lot* and *much* as adverbs, and *high* as adjective.

### CHECKING SENTENCES

1. I need to exchange some dollars, please. / euros / pounds
2. I need a quarter, not a dime. / penny / dollar
3. I don't have a penny in my savings account. / account / wallet
4. Should I make the deposit in dollars? / euros / pounds
5. Avoid paying bank interest. It costs an arm and a leg. / credit card / bank loan
6. You will be charged 100 dollars to your account every month. / euros / pounds
7. This budget is not enough to finish the project. / the month / the week
8. Can you keep only the up-to-date documents online, please? / spreadsheets / reports

**Real Life** - Students will work according to the audio instructions and they will have to write sentences related to the images. They should practice reading them with you or a classmate.

**Check it Out!** - Students should follow the audio instructions and produce a text using the content from this section. Check their production and remind them they are going to develop this text to do the first exercise of the Workbook at home.

**Wiz.me** - Ask students to access the **Personal Assistant**, go to **Speaking Practice** related to **Lesson 141**, and work on **Pronunciation Practice** and **Oral Practice**. It is very important that students do these exercises in order to master the language.

## LESSON 142

### CHECKING SENTENCES

1. The U.S. dollar is the currency of the U.S. / Canadian – Canada / Australian – Australia
2. Pay your credit card bill on time, and you won't pay any interest. / water bill / electricity bill
3. What's the euro to U.S. dollar exchange rate today? / euro – real / pound – U.S. dollar
4. How much did the bank charge you for the service? / insurance / transaction
5. Do you want to exchange any money before the trip? / save / spend

**Listen and Check** - Students will listen and check the pictures that best describe what they hear. They should discuss the pictures they have checked with you or a classmate. **AK: 1) c, 2) a, 3) c.**

**Read and Discuss** - Students will work according to the audio instructions. They should write a short text expressing their personal experience, saying if they have control of their expenses and if they are able to save money. Students should read the text to you or a classmate in order to discuss about it.

**Give your Opinion About ...** - Students should read the sentences and write their opinion about each topic. Check if they have any questions. They should practice reading and discussing their opinions with your or a classmate.

### There and Around

After listening to the dialogue, students will open Wiz.me, access the Recording card, and read the audio script so they can record it with their own voice. They can have a classmate help them perform it, if possible. Reinforce they have to create their own dialogue, based on the story. At the end of the class, clarify any questions students may have.

**Unlock** - Ask students to give examples of reasons for saving money, and things that cost an arm and a leg.

## LESSON 143

### LEARNING OBJECTIVES

- Can talk about unpleasant symptoms.
- Can ask for simple medical information.
- Can give advice using *If I were you* ...

### GRAMMAR

- Second Conditional for advice.

## CHECKING SENTENCES

1. He couldn't stop rubbing his nose because of the allergy. / hands / eyes
2. She gently massaged my feet with this special oil. / back / legs
3. I didn't find any pharmacists on duty that night. / dentists / doctors
4. What medicine do you usually take for allergies? / a cough / nausea
5. I think I'm allergic to these eye drops. / medicine / ointment
6. He got dizzy during the boat trip. / plane / car

7. You should buy good health insurance before traveling. / travel / life
8. I'm feeling a little under the weather. / She / They

**Real Life** - Students will work according to the audio instructions and they will have to write sentences related to the images. They should practice reading them with you or a classmate.

**Check it Out!** - Students should follow the audio instructions and produce a text using the content from this section. Check their production and remind them they are going to develop this text to do the first exercise of the Workbook at home.

**Wiz.me** - Ask students to access the **Personal Assistant**, go to **Speaking Practice** related to **Lesson 143**, and work on **Pronunciation Practice** and **Oral Practice**. It is very important that students do these exercises in order to master the language.

## LESSON 144

## CHECKING SENTENCES

1. Do you know if there is a pharmacist on duty? / doctor / nurse
2. Is your son allergic to any medicine? / food / lotion
3. Do I need a prescription to buy this ointment? / tablet / these eye drops
4. I had a sprained ankle and had to stop dancing. / playing soccer / swimming
5. I think you have pinkeye. If I were you, I wouldn't go to work. / school / grocery store

**Fluency** - Students should read the sentences and follow the model to complete the exercise. Check their answers.

**Listen and Discuss** - Students will work according to the audio instructions. With you or a classmate, they have to discuss if they agree that it is important to buy good health insurance when they travel abroad and give reasons for their answers. They also have to practice reading the text. Check on their performance, pronunciation, and clarify any questions students may have.

**Role-play** - Students have to read the dialogue and complete it according to their opinions. They should role-play it with a classmate.

## There and Around

After listening to the dialogue, students will open Wiz.me, access the Recording card, and read the audio script so they can record it with their own voice. They can have a classmate help them perform it, if possible. For the following class, students have to watch the There and Around video on Wiz.me, to help them with the final version of dialogue on the Review Lesson.

**Unlock** – Ask students if they have any allergies to any medicine or food.

## REVIEW 4

### CHECKING SENTENCES

Students will read the text and answer the following questions about it.

1. What errand is mentioned in the text?  
*Going to the supermarket.*
2. According to the text, what can people be allergic to?  
*People can be allergic to food.*
3. What percentage of children are affected by this problem in the U.S.?  
*Eight percent of children.*
4. Why is it considered a problem?  
*Because it is becoming more and more serious.*
5. What are some of the symptoms felt by people who suffer from this problem?  
*Nausea and coughing.*
6. What should people who are allergic to any food do?  
*They should be selective with what they eat and may need a bigger budget for food.*
7. Do you think it is a growing problem in your country?  
*Personal answer.*

### Self-assessment

1. Have you ever run out of gas in the middle of a trip?
2. What would you rather be doing right now?
3. Can you save money at the end of the month?
4. Have you ever been charged for something you didn't buy?
5. What do you do when you feel a little under the weather?

**Self-assessment in the Student's Book** - Students should listen and answer the self-assessment questions from their books, according to the audio material.

**Written Part** – You should collect the sheets from students' Workbooks and correct them.

## There and Around

Students will review the dialogues they wrote on the previous Output lessons and, using the Realias you will give them, they will write the final version on the space provided in the Student's Book. Ask them to perform the dialogue to you with the help of a classmate.

**Wiz.me** - Encourage students to access **Wiz.me** and watch the video related to the **There and Around** section once again. Remind them to also access the **Class Preparation card** for **Lesson 145**.

## LESSON 145

### LEARNING OBJECTIVES

- Can ask people if something has been done using *yet*.
- Can talk about things that remain the same using *still*.
- Can express agreement and disagreement.
- Can use language related to business.

### GRAMMAR

- Present Perfect with *still* and *yet*;
- ... *hope so* or *not* for agreement or disagreement.

### CHECKING SENTENCES

1. Please, give your opinion about the meeting. / PDF document / balance sheet
2. Haven't they uploaded the PDF document yet? / Word document / file
3. I still haven't analyzed the auditing files. / balance sheet / weekly report
4. We have to put all the data together to finish the report. / balance sheet / figures
5. Please, highlight the year-to-date results on the spreadsheet. / PDF file / Word document
6. Should you clean your keyboard monthly? / monitor / weekly
7. Has she realized what the profit was yet? / loss / result
8. I couldn't understand the figures in the PDF document. / Word document / files

**Real Life** - Students will work according to the audio instructions and they will have to write sentences related to the images. They should practice reading them with you or a classmate.

**Check it Out!** - Students should follow the audio instructions and produce a text using the content from this section. Check their production and remind them they are going to develop this text to do the first exercise of the Workbook at home.

**Wiz.me** - Ask students to access the **Personal Assistant**, go to **Speaking Practice** related to **Lesson 145**, and work on **Pronunciation Practice** and **Oral Practice**. It is very important that students do these exercises in order to master the language.

## LESSON 146

### CHECKING SENTENCES

1. She is the one in charge of the balance sheet. / weekly reports / monthly reports
2. They analyzed the PDF documents after the meeting. / Word documents / files
3. Could I give my opinion about the company's profits? / loss / results
4. She will upload all the documentation immediately. / files / reports
5. I downloaded all the reports in case we have connection problems. / files / PDF documents

**Fluency** - Students should answer the questions according to the content in parenthesis. Check their answers.

**Listen and Discuss** - Students will work according to the audio instructions. With you or a classmate, they have to discuss about what kinds of companies had the biggest losses due to pandemic, and mention examples of this situation. They also have to perform reading the text. Check on their performance, pronunciation, and clarify any questions students may have.

**Role-play** - Students have to read the dialogue and complete it according to their opinions. They should role-play it with a classmate.

### There and Around

After listening to the dialogue, students will open Wiz.me and access the Recording card. They have to read the audio script and record it with their own voice. They can have a classmate help them perform it, if possible. Remind them that in every

Output lesson, they are going to create their own dialogue, based on the story. They should use the space in their book to do it. At the end of the class, clarify any questions students may have.

**Unlock** - Ask students to say kinds of digital documents and things they download to their cell phone/laptop.

## LESSON 147

### LEARNING OBJECTIVES

- Can say that something is going to happen on the condition that something else happens.
- Can talk about results and consequences.

### GRAMMAR

- First Conditional;
- so + (adjective/quantifier) + that for result and consequences.

### CHECKING SENTENCES

1. If the speaker accepts the invitation, will we get a lot of money? / global visibility / 10 thousand dollars
2. The speaker was so eloquent that he convinced the audience immediately. / passionate / assertive
3. The seminar was held in the amphitheater, as the organizer wanted. / committee / lecturer
4. The audience was so bored that I had to take up the speaker position. / frustrated / angry
5. She will be responsible if he turns down the invitation. / accepts / refuses
6. If you turn a blind eye to it, will you put your profit at risk? / revenues / results
7. Your deadline to hand in the summary to the expert is today. / speaker / organizer
8. If he delivers a good seminar, he will be able to take up another position. / an eloquent / an assertive

**Real Life** - Students will work according to the audio instructions and they will have to write sentences related to the images. They should practice reading them with you or a classmate.

**Check it Out!** - Students should follow the audio instructions and produce a text using the content from this section. Check their production and remind them they are going to develop this text to do the first exercise of the Workbook at home.

**Wiz.me** - Ask students to access the **Personal Assistant**, go to **Speaking Practice** related to **Lesson 147**, and work on **Pronunciation Practice** and **Oral Practice**. It is very important that students do these exercises in order to master the language.

## LESSON 148

### CHECKING SENTENCES

1. Did you turn down his invitation? / accept / refuse
2. The meeting will be held in the auditorium. / seminar / convention
3. He should be the lecturer; he is very eloquent. / assertive / passionate
4. I can invite them if you like. / call / talk to
5. The convention was so dull that most people left. / boring / long

**Listen and Answer** - Students will listen to the dialogue and check the answers according to what they hear. At the end of the class, they should tell the story from the dialogue to you or a classmate.

*AK: a. Worried., b. she doesn't have a lot of time to find another lecturer., c. Professor Mackenzie has refused the invitation because he is sick., d. At the Millennium auditorium., e. charismatic and eloquent., f. On August 24th.*

**Maze** - Students should follow the audio instructions and write sentences connecting one item from each box.

**Make a Short Comment** - Students will look at the pictures and the sentences. They should make short comments that can be applied in the situations shown.

### There and Around

After listening to the dialogue, students will open Wiz.me, access the Recording card, and read the audio script so they can record it with their own voice. They can have a classmate help them perform it, if possible. Reinforce they have to create their own dialogue, based on the story. At the end of the class, clarify any questions students may have.

**Unlock** - Ask students to give examples of places where meetings, seminars, and lectures can be held.

## LESSON 149

### LEARNING OBJECTIVES

- Can give a short presentation on a familiar topic.
- Can say that something has just/already been done.

### GRAMMAR

- Present Perfect Passive using *just* and *already*.

### CHECKING SENTENCES

1. The meeting has just been confirmed. / seminar / convention
2. The audio settings have already been checked. / video / changed
3. Do you mind turning on the microphones? / off / cameras
4. Have you considered using the pointer? / slides / overhead projector
5. Have you gotten to a conclusion? / they / he
6. I'll begin with last year's figures. / results / revenues
7. Moving on to my next topic, I am going to talk about data analysis. / figure / balance sheet
8. Finally, I would like to thank you for coming here. / your attention / presence

**Real Life** - Students will work according to the audio instructions and they will have to write sentences related to the images. They should practice reading them with you or a classmate.

**Check it Out!** - Students should follow the audio instructions and produce a text using the content from this section. Check their production and remind them they are going to develop this text to do the first exercise of the Workbook at home.

**Wiz.me** - Ask students to access the **Personal Assistant**, go to **Speaking Practice** related to **Lesson 149**, and work on **Pronunciation Practice** and **Oral Practice**. It is very important that students do these exercises in order to master the language.

## LESSON 150

### CHECKING SENTENCES

1. Please, check how many people have already been invited. / guests / lecturers
2. Do you mind closing the door? / opening / window
3. Did he present the final results? / reports / figures
4. Firstly, I'd like to introduce myself. / thank the organizers / my assistants
5. Keep your microphones on, please. / off / cameras

**Fluency** - Students should read the sentences and do the substitution tasks. Check their answers.

**Listen and Complete** - Students will listen and complete the text according to what they hear. They should try to say in their own words what the text is about, and how they feel when they speak in public in order to discuss it with you or a classmate. Check if they have any questions. *AK: analyzed, audience, turn down invitations, speaker, lecturer, seminar, convention, present, take up, assertive, eloquent, visuals, settings, if, are, passionate, will.*

**Text** - Students will read the text and write a paragraph summarizing the idea of the text. They should read their production to you or a classmate and discuss the main idea presented.

### There and Around

After listening to the dialogue, students will open Wiz.me, access the Recording card, and read the audio script so they can record it with their own voice. They can have a classmate help them perform it, if possible. For the following class, students have to watch the There and Around video on Wiz.me, to help them with the final version of dialogue on the Review Lesson.

**Unlock** - Ask students what words are used to organize a presentation.

### REVIEW 5

### CHECKING SENTENCES

Students will read the text and answer the following questions about it.

1. What does the author say about making eye contact with people in the audience?  
*He/She says that it is important.*

2. What other tips does he/she give?

*To prepare presentations that address the target audience, to know about their background, and know what they are hoping to get out of the presentation.*

3. What does he/she think of off-topic presentations?

*He/She thinks they are usually dull.*

4. What's a common mistake of inexperienced presenters in a seminar?

*It's trying to be too informal.*

5. What does the author mean when he/she talks about being assertive?

*He/She means that presenters don't have to pretend to be what they are not.*

6. What does "stick to the point" mean?

*It means not to deviate from the topic of his/her presentation.*

7. According to the author's opinion, what happens to speakers/lectures after some presentations?

*They tend to get better.*

### Self-assessment

1. What is something that you have to do and haven't done yet?

2. What is something you hope will happen in your life?

3. What do you usually say when you have to turn down an invitation?

4. When are the next elections going to be held?

5. Is there a job position you want to take up in the future?

**Self-assessment in the Student's Book** - Students should listen and answer the self-assessment questions from their books, according to the audio material.

**Written Part** - You should collect the sheets from students' Workbooks and correct them.

### There and Around

Students will review the dialogues they wrote on the previous Output lessons and, using the Realias you will give them, they will write the final version on the space provided in the Student's Book. Ask them to perform the dialogue to you with the help of a classmate.

**Wiz.me** - Encourage students to access Wiz.me and watch the video related to the **There and Around** section once again. Remind them to also access the **Class Preparation card for Lesson 151**.

**LESSON 151****LEARNING OBJECTIVES**

- Can talk about the duration of an action.
- Can use words that specify a period of time.

**GRAMMAR**

- Present Perfect tense with *since* and *for*;
- prepositions of time.

**CHECKING SENTENCES**

1. He has ridden his bike since early in the morning. / motorcycle / jet ski
2. You can use some apps to track your children during the tour. / journey / walking tour
3. They have gone on a tour around Europe for two months. / South America / Asia
4. I have been on journeys through the mountains since I was a teenager. / countryside / coast
5. Are the tourist points easily accessible by train? / subway / bus
6. These are the minimum requirements for this position. / job / tour
7. They suggest a maximum of three days in each place. / four / five
8. He needs to take a private tour to be able to visit all the museums. / churches / beaches

**Real Life** - Students will work according to the audio instructions and they will have to write sentences related to the images. They should practice reading them with you or a classmate.

**Check it Out!** - Students will listen to the audio material and produce a text using the content from this section. Check their production and remind them they are going to develop this text to do the first exercise of the Workbook at home.

**Wiz.me** - Ask students to access the **Personal Assistant**, go to **Speaking Practice** related to **Lesson 151**, and work on **Pronunciation Practice** and **Oral Practice**. It is very important that students do these exercises in order to master the language.

**LESSON 152****CHECKING SENTENCES**

1. They have ridden the same bike for years. / boat / motorcycle
2. You can track the package by calling the company. / emailing / messaging
3. We have had this coach tour on our website for years. / walking tour / cancellation policy
4. He has lived in Chicago since he started school in 2000. / 2010 / 2015
5. You should ask about the fees before signing the contract. / cancellation policy / currency exchange policy

**Fluency** - Students should read the sentences and do the substitution tasks. Check their answers.

**Describing the Picture** - Students will look at the picture and write a short story about it. Check their stories.

**Questions** - Students should read the questions and write down the answers. Correct their production, and check if they have any questions.

**There and Around**

After listening to the dialogue, students will open Wiz.me and access the Recording card. They have to read the audio script and record it with their own voice. They can have a classmate help them perform it, if possible. Remind them that in every Output lesson, they are going to create their own dialogue, based on the story. They should use the space in their book to do it. At the end of the class, clarify any questions students may have.

**Unlock** - Ask students what the advantages and disadvantages of a walking tour are.

**LESSON 153****LEARNING OBJECTIVES**

- Can confirm some information by using tag questions.
- Can talk about permission.

**GRAMMAR**

- question tags with different time tenses.

## CHECKING SENTENCES

1. We will explore the secret spots, won't we? / ruins / mosques
2. After a long walk, we came across a stunning palace. / monument / mosque
3. This rooftop bar is spectacular, but it's not easy to access. / stunning / awesome
4. Children are not allowed to access this website. / area / app
5. Let's pack and hit the road, shall we? / wake up / eat
6. We are completely going the wrong way; turn right. / turn left / make a return
7. This line is only for fast-track entry tickets. / disabled people / pregnant people
8. It's a business trip. We won't have time to explore the city. / country / town

**Real Life** - Students will work according to the audio instructions and they will have to write sentences related to the images. They should practice reading them with you or a classmate.

**Check it Out!** - Students will listen to the audio material and produce a text using the content from this section. Check their production and remind them they are going to develop this text to do the first exercise of the Workbook at home.

**Wiz.me** - Ask students to access the **Personal Assistant**, go to **Speaking Practice** related to **Lesson 153**, and work on **Pronunciation Practice** and **Oral Practice**. It is very important that students do these exercises in order to master the language.

## LESSON 154

### CHECKING SENTENCES

1. The architecture of this palace is spectacular, isn't it? / cathedral / museum
2. Exploring the secret spots of the city was unforgettable, wasn't it? / disappointing / amazing
3. The access to the ruins wasn't easy, was it? / monuments / rooftop bar
4. You came across stunning landscapes, didn't you? / picturesque / wonderful
5. We can't enter the mosque wearing a cap, can we? / shorts / shoes

**Listen and Check** - Students will listen and check the pictures that best describe what they hear. They should discuss the pictures they have checked with you or a classmate. **AK: 1) a, 2) b., 3) b.**

**Read and Discuss** - Students will work according to the audio instructions. They should write a short text expressing their personal experience, telling about an unforgettable experience they had while traveling. Students should read the text to you or a classmate in order to discuss about it.

**Give your Opinion About ...** - Students should read the sentences and write their opinions about each topic. Check if they have any questions. They should practice reading and discussing their opinions with your or a classmate.

### There and Around

After listening to the dialogue, students will open Wiz.me, access the Recording card, and read the audio script so they can record it with their own voice. They can have a classmate help them perform it, if possible. Reinforce they have to create their own dialogue, based on the story. At the end of the class, clarify any questions students may have.

**Unlock** - Have students say places to visit in a city or things that are not allowed in a cathedral.

## LESSON 155

### LEARNING OBJECTIVES

- Can make suggestions.
- Can refer to future eventualities.

### GRAMMAR

- function *in case* for future eventualities;
- *How/What about* with verbs in the gerund for suggestions.

### CHECKING SENTENCES

1. I think I will order the usual: grilled fish with mashed potatoes. / green salad / rice
2. This recipe makes two generous servings. / three / four
3. I'll have food delivered today. / takeout / a classic dish
4. The restaurant has a friendly atmosphere. / intimidating / nice

5. What about going to a pizza place tonight? / restaurant / all-you-can-eat
6. We'd rather go to a non-vegetarian restaurant. / vegetarian / vegan
7. In case you have any food restrictions, tell us beforehand. / them / me
8. Do you have any lactose-free desserts? / gluten-free / sugar-free

**Real Life** - Students will work according to the audio instructions and they will have to write sentences related to the images. They should practice reading them with you or a classmate.

**Check it Out!** - Students will listen to the audio material and produce a text using the content from this section. Check their production and remind them they are going to develop this text to do the first exercise of the Workbook at home.

**Wiz.me** - Ask students to access the **Personal Assistant**, go to **Speaking Practice** related to **Lesson 155**, and work on **Pronunciation Practice** and **Oral Practice**. It is very important that students do these exercises in order to master the language.

## LESSON 156

### CHECKING SENTENCES

1. Where can I get vegetarian takeout near here? / gluten-free / lactose-free
2. Is anybody here non-vegetarian? / lactose intolerant / vegan
3. What about eating out tonight? / going out / staying home
4. Take these tablets with you, in case you feel nauseous. / feel dizzy / have a headache
5. Let's order a gourmet dish this time. / dessert / classic dish

**Fluency** - Students should read the sentences and follow the model to complete the exercise. Check their answers.

**Listen and Discuss** - Students will work according to the audio instructions. With you or a classmate, they have to discuss about the kinds of restaurants they prefer, and if they prefer to eat out at a fancy gourmet restaurant or at restaurants that serve simple dishes. If possible, they should perform reading the text. Check on their performance, pronunciation, and clarify any questions students may have.

**Role-play** - Students have to read the dialogue and complete it with their opinions. They should role-play it with a classmate.

### There and Around

After listening to the dialogue, students will open Wiz.me, access the Recording card, and read the audio script so they can record it with their own voice. They can have a classmate help them perform it, if possible. For the following class, students have to watch the There and Around video on Wiz.me, to help them with the final version of dialogue on the Review Lesson.

**Unlock** - Ask students how often they get takeout food or if they have food restrictions.

## REVIEW 6

### CHECKING SENTENCES

Students will read the text and answer the following questions about it.

1. What country is the author talking about?  
*England.*
2. What place does the author suggest going to?  
*The author suggests the surroundings of the Tower of London.*
3. What has the place served as?  
*It has served as a royal residence, treasury, and museum.*
4. What is the advantage of buying a fast-track entry?  
*You can return there later in the day.*
5. Where can you go for a stunning skyline view?  
*You can go to SkyLounge.*
6. What can you enjoy there?  
*You can enjoy a cocktail and a beautiful view.*
7. What can you find if you head east from the tower?  
*You can find street vendors selling unusual food.*

### Self-assessment

1. Have you ever dozed off in a class, seminar, or meeting?
2. Why is it difficult for some people to travel light?
3. Do you track the products you buy online?
4. What's an unforgettable movie, in your opinion?
5. Have you ever been to a mosque?

**Self-assessment in the Student's Book** - Students should listen and answer the self-assessment questions from their books, according to the audio material.

**Written Part** - You should collect the sheets from students' Workbooks and correct them.

### There and Around

Students will review the dialogues they wrote on the previous Output lessons and, using the Realias you will give them, they will write the final version on the space provided in the Student's Book. Ask them to perform the dialogue to you with the help of a classmate.

**Wiz.me** - Encourage students to access **Wiz.me** and watch the video related to the **There and Around** section once again. Remind them to also access the **Class Preparation card** for **Lesson 157**.

## LESSON 157

### LEARNING OBJECTIVES

- Can understand words (or terminology) related to cooking.
- Can talk about possible future conditions.
- Can say when something is a result of something else.

### GRAMMAR

- review First Conditional;
- Zero Conditional.

## CHECKING SENTENCES

1. If you sign up for this channel, what you will receive? / get / have
2. I need to prepare myself to get started next week. / He – himself / We – ourselves
3. My father is a beginner on a bartending course. / cake decorating / mixology
4. You need to develop creativity. This isn't rocket science. / self-confidence / organizational skills
5. They had a heated argument after the party. / discussion / conversation
6. You can make good fried food on a low heat. / baked / cooked
7. The beginner level is kind of tough, but does it pay off? / intermediate / advanced
8. Are you going to prepare a mixed salad of greens? / make / eat

**Real Life** - Students will work according to the audio instructions and they will have to write sentences related to the images. They should practice reading them with you or a classmate.

**Check it Out!** - Students will listen to the audio material and produce a text using the content from this section. Check their production and remind them they are going to develop this text to do the first exercise of the Workbook at home.

**Wiz.me** - Ask students to access the **Personal Assistant**, go to **Speaking Practice** related to **Lesson 157**, and work on **Pronunciation Practice** and **Oral Practice**. It is very important that students do these exercises in order to master the language.

## LESSON 158

## CHECKING SENTENCES

1. I'll sign up on this website and take the beginner course. / intermediate / advanced
2. You will develop your organizational skills if you read this book. / self-confidence / creativity
3. To learn how to make this recipe, you need to start from scratch. / dessert / dish
4. Give all the ingredients a good stir and serve with ice cream. / whipped cream / maple syrup
5. I'm really a beginner at bartending, so for me it's like rocket science. / mixology / gardening

**Fluency** - Students should read the sentences and follow the model to complete the exercise. Check their answers.

**Listen and Discuss** - Students will work according to the audio instructions. They will share with you or a classmate if they know how to cook, and what is the most important tip they can give someone who's learning how to cook. They should also show you the text of a simple recipe they like to make. Check on their performance, pronunciation, and clarify any questions students may have.

**Role-play** - Students have to read the dialogue and complete it with their opinions. They should role-play it with a classmate.

### There and Around

After listening to the dialogue, students will open Wiz.me and access the Recording card. They have to read the audio script and record it with their own voice. They can have a classmate help them perform it, if possible. Remind them that in every Output lesson, they are going to create their own dialogue, based on the story. They should use the space in their book to do it. At the end of the class, clarify any questions students may have.

**Unlock** - Ask for examples of dishes students can prepare from scratch.

### LESSON 159

#### LEARNING OBJECTIVES

- Can talk about situations that just happened.
- Can talk about weather forecast.

#### GRAMMAR

- Present Perfect with *just*.

### CHECKING SENTENCES

1. As a ticketholder you can change the seat on the website. / date / time
2. Do not purchase the tickets for tomorrow. There will be a blizzard. / storm / heat wave
3. It's boiling hot today. Let's guarantee a place in the shelter. / drizzling / raining
4. Authorized retailers will be able to purchase the best seats. / dates / concerts
5. Make sure to guarantee tickets for the concert in advance. / show / game
6. The game has just been called off. / meeting / concert
7. What have the archaeologists just discovered? / researchers / scientists
8. They have just given priority to pregnant people. / disabled / elderly

**Real Life** - Students will work according to the audio instructions and they will have to write sentences related to the images. They should practice reading them with you or a classmate.

**Check it Out!** - Students will listen to the audio material and produce a text using the content from this section. Check their production and remind them they are going to develop this text to do the first exercise of the Workbook at home.

**Wiz.me** - Ask students to access the **Personal Assistant**, go to **Speaking Practice** related to **Lesson 159**, and work on **Pronunciation Practice** and **Oral Practice**. It is very important that students do these exercises in order to master the language.

### LESSON 160

### CHECKING SENTENCES

1. I guarantee that I won't call off the meeting. / class / interview
2. I'd rather purchase the tickets for the concert in advance. / game / play
3. I've just checked the weather forecast, and it will be chilly tomorrow. / boiling hot / rainy
4. Do people over 60 have to line up? / 70 / 65
5. Only ticketholders were admitted into the auditorium. / amphitheater / stadium

**Listen and Answer** - Students will listen to the dialogue and check the answers according to what they hear. At the end of the class, students have to tell you or a classmate what the conversation is about. *AK: a. cultural., b. From the authorized retailer., c. Archaeologists and researchers., d. On April 23rd., e. It's to strengthen relations between indigenous and non-indigenous people., f. It's going to be a sunny but not too hot day.*

**Maze** - Students should follow the audio instructions and write sentences connecting one item from each box.

**Make a Short Comment** - Students will look at the pictures and the sentences. They should make short comments that can be applied in the situations shown.

### There and Around

After listening to the dialogue, students will open Wiz.me, access the Recording card, and read the audio script so they can record it with their own voice. They can have a classmate help them perform it, if possible. Reinforce they have to create their own dialogue, based on the story. At the end of the class, clarify any questions students may have.

**Unlock** - Ask students to say places where we have to wait in line to get something.

**LESSON 161****LEARNING OBJECTIVES**

- Can emphasize adjectives by using *such*.
- Can talk about impossible or imaginary situations.

**GRAMMAR**

- Second Conditional;
- review First Conditional;
- *such (a/an)* as a determiner and predeterminer.

**CHECKING SENTENCES**

1. The girl was found wandering the busy streets of Tokyo. / New York / São Paulo
2. Would you like to try an authentic duck wrap? / cheese bun / *empanada*
3. Has it been such an amusing experience for you, too? / enjoyable / surprising
4. I would buy the pastries if they were gluten-free. / sugar-free / lactose-free
5. I've never eaten such a juicy sandwich. / steak / hamburger
6. If I could, I would buy only farm-to-table products. / authentic / organic
7. Does this sauce taste like your mother's? / grandmother's / aunt's
8. The chef tasted the pasta while he was cooking. / stew / vegetables

**Real Life** - Students will work according to the audio instructions and they will have to write sentences related to the images. They should practice reading them with you or a classmate.

**Check it Out!** - Students will listen to the audio material and produce a text using the content from this section. Check their production and remind them they are going to develop this text to do the first exercise of the Workbook at home.

**Wiz.me** - Ask students to access the **Personal Assistant**, go to **Speaking Practice** related to **Lesson 161**, and work on **Pronunciation Practice** and **Oral Practice**. It is very important that students do these exercises in order to master the language.

**LESSON 162****CHECKING SENTENCES**

1. Let's eat these hot wings. They are mouthwatering! / pastries / skewers
2. It was such an enjoyable environment that we decided to stay. / pleasant / friendly
3. We were only wandering around. We didn't want to buy anything. / eat / do
4. If I had a chance like this, I would grab it! / opportunity / proposal
5. Nobody wants to date such a stubborn person. / rude / jealous

**Fluency** - Students should read the sentences and follow the model to complete the exercise. Check their answers. Do this exercise with your students because of the structure of *such + plural* and *such + a*.

**Listen and Complete** - Students will listen and complete the text according to what they hear. They should try to say in their own words what the text is about, if they usually shop at farmers' markets, and give their reasons for their answers in order to discuss it with you or a classmate. Check if they have any questions. *AK: wander, amusing, enjoyable, walk through, stalls, unusual, farm-to-table, authentic, empanada, mouthwatering, surprising, had, would.*

**Text** - Students will read the text and write a paragraph summarizing the idea of the text. They should read their production to you or a classmate and discuss the main idea presented.

**There and Around**

After listening to the dialogue, students will open Wiz.me, access the Recording card, and read the audio script so they can record it with their own voice. They can have a classmate help them perform it, if possible. For the following class, students have to watch the There and Around video on Wiz.me, to help them with the final version of dialogue on the Review Lesson.

**Unlock** - Ask things they would do if they had enough time and money.

**REVIEW 7****CHECKING SENTENCES**

Students will read the text and answer the following questions about it.

1. Where are the events the author suggests going held?  
*In the U.S.*
2. How many places does he suggest going to?  
*He suggests seven places.*
3. What can we find at The Pike Place Market?  
*We can find fresh fish and farm-to-table products.*
4. Where is the Chef's Market located?  
*In Napa, California.*
5. What can we taste at the Apple Harvest Festival?  
*We can taste different varieties of apples, and we can savor some free cider.*
6. When does it take place?  
*In October.*
7. What's considered a classic celebration in Maine?  
*The Lobster Festival.*

**Self-assessment**

1. Have you signed up for any courses lately?
2. What level are you in your English course?
3. What should one do to improve their self-confidence?
4. Should scalpers' activity be considered illegal?
5. What's the weather like today?

**Self-assessment in the Student's Book** - Students should listen and answer the self-assessment questions from their books, according to the audio material.

**Written Part** - You should collect the sheets from students' Workbooks and correct them.

**There and Around**

Students will review the dialogues they wrote on the previous Output lessons and, using the Realias you will give them, they will write the final version on the space provided in the Student's Book. Ask them to perform the dialogue to you with the help of a classmate.

**Wiz.me** - Encourage students to access **Wiz.me** and watch the video related to the **There and Around** section once again. Remind them to also access the **Class Preparation card** for Lesson 163.

**LESSON 163****LEARNING OBJECTIVES**

- Can talk about ways of living.

**GRAMMAR**

- adverbials composed of *wh*- words + ever;
- hyphenated compound adjectives.

**CHECKING SENTENCES**

1. Overpopulation is expected in big cities. / a higher-quality life / a lower-quality life
2. Wherever you go in this city, you will find a green area. / tech hub / wi-fi
3. If you have to rank reasons for overpopulation, what will you say? / pollution / low-quality life
4. Whatever you do, you will be well-paid in Europe. / Australia / Asia
5. If you want to live in a green city, keep away from financial districts. / commercial districts / tech hubs
6. To be well-paid you need to speak two languages. / be creative / work hard
7. Financial districts create many jobs. / commercial districts / tech hubs
8. After wireless devices were created, everything changed. / phones / computers

**Real Life** - Students will work according to the audio instructions and they will have to write sentences related to the images. They should practice reading them with you or a classmate.

**Check it Out!** - Students will listen to the audio material and produce a text using the content from this section. Check their production and remind them they are going to develop this text to do the first exercise of the Workbook at home.

**Wiz.me** - Ask students to access the **Personal Assistant**, go to **Speaking Practice** related to **Lesson 163**, and work on **Pronunciation Practice** and **Oral Practice**. It is very important that students do these exercises in order to master the language.

**LESSON 164****CHECKING SENTENCES**

1. Most people are concerned about high-quality food. / life / work
2. Wherever you go, please take your cell phone. / tablet / laptop
3. Whenever I travel by bus I feel sick. / nauseated / sleepy
4. She has health problems and needs to keep away from pollution. / smoke / low-quality food
5. I want to find a well-paid job in that financial district. / commercial district / tech hub

**Fluency** - Students should answer the questions according to content in parenthesis. Check their answers.

**Describing the Picture** - Students will look at the picture and write a short story about it. Check their stories.

**Questions** - Students should read the questions and write down the answers. Correct their production, and check if they have any questions.

**There and Around**

After listening to the dialogue, students will open Wiz.me and access the Recording card. They have to read the audio script and record it with their own voice. They can have a classmate help them perform it, if possible. Remind them that in every Output lesson, they are going to create their own dialogue, based on the story. They should use the space in their book to do it. At the end of the class, clarify any questions students may have.

**Unlock** - Ask students to give examples of well and badly-paid professions.

**LESSON 165****LEARNING OBJECTIVES**

- Can talk about plans and intentions.
- Can describe things, places, and situations using a variety of words.

**GRAMMAR**

- *to plan* and *to intent* + infinitive;
- suffixes to make adjectives from nouns and verbs.

**CHECKING SENTENCES**

1. They intend to spend five days in nature. / the rainforest / the mountains
2. You should avoid this path in the summer. It's a tourist trap. / place / spot
3. After meeting him, she intends to extend her trip for five days. / ten / seven
4. It's worth visiting this place and its beautiful landscapes. / volcanos / river valleys
5. This farmland is a fantastic experience for vet students. / agronomy / children
6. Watch out! The water in this valley is not drinkable. / mountain / hill
7. To extend your peaceful experience, turn off your cell phone. / quiet / enjoyable
8. First of all, you need to understand what the advantages are. / disadvantages / issues

**Real Life** - Students will work according to the audio instructions and they will have to write sentences related to the images. They should practice reading them with you or a classmate.

**Check it Out!** - Students will listen to the audio material and produce a text using the content from this section. Check their production and remind them they are going to develop this text to do the first exercise of the Workbook at home.

**Wiz.me** - Ask students to access the **Personal Assistant**, go to **Speaking Practice** related to **Lesson 165**, and work on **Pronunciation Practice** and **Oral Practice**. It is very important that students do these exercises in order to master the language.

**LESSON 166****CHECKING SENTENCES**

1. What are the advantages of living in a big city? / small / green
2. Little has been done to protect the streams. / environment / wildlife
3. Is it worth visiting the valley? / volcano / tourist trap
4. Watch out! There is a bus coming. / motorcycle / dog
5. This is an enjoyable landscape. / inviting / breathtaking

**Listen and Check** - Students will listen and check the pictures that best describe what they hear. They should discuss the pictures they have checked with you or a classmate. **AK: 1) b., 2) a., 3) c.**

**Read and Discuss** - Students will work according to the audio instructions. They should write a short text expressing their personal experience, saying if they like where they live, and what people need to have a good quality of life. Students should read the text to you or a classmate in order to discuss about it.

**Give your Opinion About ...** - Students should read the sentences and write their opinion about each topic. Check if they have any questions. They should practice reading and discussing their opinions with your or a classmate.

### There and Around

After listening to the dialogue, students will open Wiz.me, access the Recording card, and read the audio script so they can record it with their own voice. They can have a classmate help them perform it, if possible. Reinforce they have to create their own dialogue, based on the story. At the end of the class, clarify any questions students may have.

**Unlock** - Have students tell you places that are worth visiting. You can also ask them about things we can do to have a peaceful mind.

## LESSON 167

### LEARNING OBJECTIVES

- Can understand and use language related to politics.
- Can say that something is done by someone.

### GRAMMAR

- Present Simple Passive;
- Present Perfect Passive.

## CHECKING SENTENCES

1. The prime minister is not elected by the population. / queen / king
2. In our country, we can choose the members of the parliament. / governor / senators
3. This country was a dictatorship for 30 years. Now it's a democracy. / 15 / 12

4. Are the extremists involved in the attack against the parliament? / church / journalist
5. Who is running for senator? / president / mayor
6. The queen is respected by the population. / king / prime minister
7. Who did you vote for in the last elections? / he / they
8. Is the country ruled by a president? / dictator / king

**Real Life** - Students will work according to the audio instructions and they will have to write sentences related to the images. They should practice reading them with you or a classmate.

**Check it Out!** - Students will listen to the audio material and produce a text using the content from this section. Check their production and remind them they are going to develop this text to do the first exercise of the Workbook at home.

**Wiz.me** - Ask students to access the **Personal Assistant**, go to **Speaking Practice** related to **Lesson 167**, and work on **Pronunciation Practice** and **Oral Practice**. It is very important that students do these exercises in order to master the language.

## LESSON 168

## CHECKING SENTENCES

1. Is this country a monarchy? / dictatorship / democracy
2. Does she plan to run for president? / senator / prime minister
3. Is he considered a moderate candidate? / radical / extremist
4. According to the polls, he will win the elections. / she / they
5. The dictator took over in 2002. / 2010 / 2008

**Fluency** - Students should read the sentences and follow the model to complete the exercise. Check their answers.

**Listen and Discuss** - Students will work according to the audio instructions. With you or a classmate, they have to talk about what monarchies can do in today's world and perform reading the text. Check on their performance, pronunciation, and clarify any questions students may have.

**Role-play** - Students have to read the dialogue and complete it with their opinions. They should role-play it with a classmate.

## There and Around

After listening to the dialogue, students will open Wiz.me, access the Recording card, and read the audio script so they can record it with their own voice. They can have a classmate help them perform it, if possible. For the following class, students have to watch the There and Around video on Wiz.me, to help them with the final version of dialogue on the Review Lesson.

**Unlock** – Ask students what extremists do.

## REVIEW 8

### CHECKING SENTENCES

Students will read the text and answer the following questions about it.

1. What is the challenge of urban existence nowadays?  
*It's to balance the benefits and drawbacks.*
2. How did humans live millions of years ago?  
*All humans lived at low population densities, scattered over the landscape as small bands.*
3. When did our ancestors start to live in cities?  
*It was around 6,000 years ago.*
4. What does urban life involve?  
*It involves trade-offs.*
5. Why does the Singapore government monitor its citizens?  
*To make sure that the individuals don't harm the community.*
6. What does Singapore's population receive in return?  
*They receive a better standard of living, health, and security.*
7. What rules do some German local governments impose on their population?  
*They impose rules regarding the shapes and colors of tiles used in the roofs of the houses.*

### Self-assessment

1. What is something you should keep away from?
2. What do you consider low-quality food?
3. Do you think you are well-paid for your job?
4. What's a place worth visiting, in your opinion?
5. What's something unforgettable you have experienced?

**Self-assessment in the Student's Book** - Students should listen and answer the self-assessment questions from their books, according to the audio material.

**Written Part** - You should collect the sheets from students' Workbooks and correct them.

## There and Around

Students will review the dialogues they wrote on the previous Output lessons and, using the Realias you will give them, they will write the final version on the space provided in the Student's Book. Ask them to perform the dialogue to you with the help of a classmate.

**Wiz.me** - Encourage students to access **Wiz.me** and watch the video related to the **There and Around** section once again. Remind them to also access the **Class Preparation card for Lesson 169**.

## LESSON 169

### LEARNING OBJECTIVES

- Can talk about two situations in the past, one before another.
- Can report orders and requests.
- Can understand different kinds of crime.

### GRAMMAR

- Past Perfect;
- reporting past orders and requests using the verbs *tell* and *ask*.

### CHECKING SENTENCES

1. The man had already participated in an armed robbery before. / truck / motorcycle
2. I was told he didn't commit this crime. / the robbery / armed robbery
3. You have to report any kind of harassment you may suffer. / prejudice / threat
4. The man was asked to give the details of the crime. / robbery / assault
5. Did she suffer several sexual assaults? / kinds of harassment / kinds of prejudice
6. Shoplifting is very common in big department stores. / commercial districts / outlets
7. It was not really scary, but it was stressful. / risky / tough
8. Did you report all the damage to the hotel facilities? / rooms / restaurant

**Real Life** - Students will work according to the audio instructions and they will have to write sentences related to the images. They should practice reading them with you or a classmate.

**Check it Out!** - Students will listen to the audio material and produce a text using the content from this section. Check their production and remind them they are going to develop this text to do the first exercise of the Workbook at home.

**Wiz.me** - Ask students to access the **Personal Assistant**, go to **Speaking Practice** related to **Lesson 169**, and work on **Pronunciation Practice** and **Oral Practice**. It is very important that students do these exercises in order to master the language.

## LESSON 170

### CHECKING SENTENCES

1. I was asked what time the armed robbery had happened. / shoplifting / pickpocketing
2. Moral harassment had already been banned in the company. / sexual assault / prejudice
3. He was told to report mugging on this number. / vandalism / pickpocketing
4. I'm afraid he hadn't told her the truth about the car damage. / house / bike
5. You should take this credit card back. / money / document

**Fluency** - Students should read the sentences and follow the model to complete the exercise. Check their answers.

**Listen and Discuss** - Students will work according to the audio instructions. With you or a classmate, they have to talk about things we, as citizens, can do to change the urban violence in our country, and perform reading the text. Check on their performance, pronunciation, and clarify any questions students may have.

**Role-play** - Students have to read the dialogue and complete it with their opinions. They should role-play it with a classmate.

### There and Around

After listening to the dialogue, students will open Wiz.me and access the Recording card. They have to read the audio script and record it with their own voice. They can have a classmate help them perform it, if possible. Remind them that in every Output lesson, they are going to create their own dialogue, based on the story. They should use the space in their book to do it. At the end of the class, clarify any questions students may have.

**Unlock** - Have students give examples of injuries that may happen when practicing sports.

## LESSON 171

### LEARNING OBJECTIVES

- Can report past questions.
- Can link sentences with a range of connectors.
- Can understand language used when agreeing or disagreeing with someone.

### GRAMMAR

- conjunctions;
- reported speech of *wh-* words.

### CHECKING SENTENCES

1. Is there any evidence of what they argued about before the crime? / accident / robbery
2. He told me I didn't have to agree with his statement. / story / the proof
3. The witness promised me to tell the police all the facts. / the truth / everything she knew
4. He isn't assertive; on the other hand, he is a charismatic person. / passionate / smart
5. Did they get divorced due to having different points of view? / wishes for life / lifestyles
6. They are really young. However, they are very mature. / responsible / experienced
7. Don't we need to argue in favor of changing this law? / thought / belief
8. They told me I could call them in addition to reporting the case. / assault / robbery

**Real Life** - Students will work according to the audio instructions and they will have to write sentences related to the images. They should practice reading them with you or a classmate.

**Check it Out!** - Students will listen to the audio material and produce a text using the content from this section. Check their production and remind them they are going to develop this text to do the first exercise of the Workbook at home.

**Wiz.me** - Ask students to access the **Personal Assistant**, go to **Speaking Practice** related to **Lesson 171**, and work on **Pronunciation Practice** and **Oral Practice**. It is very important that students do these exercises in order to master the language.

**LESSON 172****CHECKING SENTENCES**

1. The police are carrying out an investigation into shoplifting in the region. / pickpocketing / mugging
2. They know who the criminal is; however, they don't want to say anything. / We / She
3. The agent told me what the evidence was. / proof / story
4. There was no proof; consequently, they had to stop the investigation. / evidence / witness
5. María said she would call me if she was in danger. / had any proof / evidences

**Listen and Answer** - Students will listen to the dialogue and check the answers according to what they hear. At the end of the class, students have to tell you or a classmate what the conversation is about. *AK: a. To Suzan's neighbors., b. Because she looked scared or afraid., c. She saw Suzan and the suspect arguing., d. His fingerprints., e. Harassment., f. Because she is a woman.*

**Maze** - Students should follow the audio instructions and write sentences connecting one item from each box.

**Make a Short Comment** - Students will look at the pictures and the sentences. They should make short comments that can be applied in the situations shown.

**There and Around**

After listening to the dialogue, students will open Wiz.me, access the Recording card, and read the audio script so they can record it with their own voice. They can have a classmate help them perform it, if possible. Reinforce they have to create their own dialogue, based on the story. At the end of the class, clarify any questions students may have.

**Unlock** - Have students say words that can indicate connected ideas.

**LESSON 173****LEARNING OBJECTIVES**

- Can use *neither ... nor* to link two negative ideas.
- Can use *either* to agree with a negative statement.
- Can use language about cybercrime prevention.

**GRAMMAR**

- *neither ... nor;*
- *(not) either.*

**CHECKING SENTENCES**

1. What have the organizations done to prevent fraud? / cybercrime / mugging
2. Is cybercrime a global threat? / scamming / hacking
3. For your safety, log out before turning off your computer. / cell phone / tablet
4. You should protect your data from viruses. / worms / Trojan horses
5. He is neither eloquent nor smart. / passionate / assertive
6. Are old people more vulnerable to scams? / women / teenagers
7. Security measures prevented me from being hacked. / robbed / assaulted
8. I speak neither Portuguese nor Spanish. / Italian / German

**Real Life** - Students will work according to the audio instructions and they will have to write sentences related to the images. They should practice reading them with you or a classmate.

**Check it Out!** - Students will listen to the audio material and produce a text using the content from this section. Check their production and remind them they are going to develop this text to do the first exercise of the Workbook at home.

**Wiz.me** - Ask students to access the **Personal Assistant**, go to **Speaking Practice** related to **Lesson 173**, and work on **Pronunciation Practice** and **Oral Practice**. It is very important that students do these exercises in order to master the language.

## LESSON 174

### CHECKING SENTENCES

1. I am neither Colombian nor Mexican. I am Argentinian. / Bolivian / Chilean
2. Viruses are a real threat to companies' data. / worms / Trojan horses
3. My grandma was the victim of a scam. / husband / stepmother
4. He didn't protect the files against worms, and I didn't either. / cybercrime / fraud
5. Somebody hacked into the company's data and caused a lot of damage. / government / my personal

**Fluency** - Students should read the sentences and follow the model to complete the exercise. Check their answers.

**Listen and Complete** - Students will listen and complete the text according to what they hear. They should try to say in their own words what the text is about, if they agree that even small business are in danger of suffering cyberattacks, and their reasons for their answers in order to discuss it with you or a classmate. Check if they have any questions. *AK: Cybercrime, threat, hacking, policy, fraud, cybersecurity, due to, However, protect, security measures, prevent, Trojan horses, worms.*

**Pronunciation Around the World** - Students should listen to the audio and pay attention to the different accents they hear.

1. **heater:** Can you turn on the heater, please?
2. **dictatorship:** This country is ruled by a dictatorship.
3. **citizenship:** I have both Brazilian and U.S. / British / Jamaican / Australian / Indian / South African citizenship.
4. **quality:** People have a better quality of life in green cities.
5. **security:** We are in charge of the security of this area.
6. **escalator:** Take the escalator and go up to the second floor.
7. **later:** Can you call me later?
8. **unforgettable:** We experienced some unforgettable moments together.
9. **intimidating:** He has an intimidating tone of voice.
10. **creativity:** He has outstanding creativity.
11. **city:** Is this a safe city?
12. **meeting:** The meeting has been called off.

### There and Around

After listening to the dialogue, students will open Wiz.me, access the Recording card, and read the audio script so they can record it with their own voice. They can have a classmate help them perform it, if possible. For the following class, students have to watch the There and Around video on Wiz.me, to help them with the final version of dialogue on the Review Lesson.

**Unlock** - Have students tell you things we can do to protect our data.

### REVIEW 9

### CHECKING SENTENCES

Students will read the text and answer the following questions about it.

1. What does cybersecurity involve?  
*It involves preventing, detecting, and responding to cyberattacks.*
2. What are cyberattacks?  
*They are malicious attempts to access or damage a computer or network system.*
3. What do they lead to?  
*They lead to loss of money, theft of personal, financial, and medical information that can damage people's reputation and safety.*
4. How can people avoid cyber risks?  
*By setting up the proper controls.*
5. What's the tip for creating a safe password?  
*It's to use upper and lower case letters, numbers, special characters, and a two-factor authentication.*
6. What should people watch out for?  
*People should watch out for suspicious activities that ask them to do something right away, offer something that sounds too good, or ask for your personal information.*
7. How often should people check their account statements?  
*They should check their accounts regularly.*

### Self-assessment

1. Have you ever been robbed?
2. What's something unexpected that has happened to you?
3. What's the scariest movie you have ever seen?
4. What was the last thing you promised to do?
5. Do you argue with the people you live with?

**Self-assessment in the Student's Book** - Students should listen and answer the self-assessment questions from their books, according to the audio material.

**Written Part** - You should collect the sheets from students' Workbooks and correct them.

### There and Around

Students will review the dialogues they wrote on the previous Output lessons and, using the Realias you will give them, they will write the final version on the space provided in the Student's Book. Ask them to perform the dialogue to you with the help of a classmate.

**Wiz.me** - Encourage students to access **Wiz.me** and watch the video related to the **There and Around** section once again. Remind them to also access the **Class Preparation card** for **Lesson 175**.

## LESSON 175

### LEARNING OBJECTIVES

- Can ask negative questions to confirm information.
- Can start a sentence using an action word.

### GRAMMAR

- negative questions;
- gerund as a subject of a sentence.

### CHECKING SENTENCES

1. Didn't you enjoy your experience with snorkeling? / mountaineering / trekking
2. Backpacking beats sailing in my opinion. / camping / hiking
3. Facing your fear is the best way to overcome it. / past / problem
4. Isn't camping is exciting? / thrilling / challenging
5. Don't you feel proud of your parents? / children / team
6. Snorkeling helped me overcome obstacles in life. / surfing / climbing
7. I thought it would be a challenging experience, but it was weird. / thrilling / exciting
8. Wasn't it overwhelming climbing that mountain? / hiking / camping

**Real Life** - Students will work according to the audio instructions and they will have to write sentences related to the images. They should practice reading them with you or a classmate.

**Check it Out!** - Students will listen to the audio material and produce a text using the content from this section. Check their production and remind them they are going to develop this text to do the first exercise of the Workbook at home.

**Wiz.me** - Ask students to access the **Personal Assistant**, go to **Speaking Practice** related to **Lesson 175**, and work on **Pronunciation Practice** and **Oral Practice**. It is very important that students do these exercises in order to master the language.

## LESSON 176

### CHECKING SENTENCES

1. Don't you think scuba diving is dangerous? / mountaineering / snorkeling
2. Facing your fear of water is the best way to beat it. / the dark / of heights
3. They are very proud of their parents. / grandparents / children
4. Driving in the desert was overwhelming. / challenging / exciting
5. You need to be very brave to overcome the obstacles. / strong / persistent

**Fluency** - Students should read the sentences and ask the questions according to the model. Check their answers.

**Describing the Picture** - Students should look at the picture and write a short story about it. Check their stories.

**Questions** - Students have to read the questions and write down the answers. Correct their production, and check if they have any questions.

### There and Around

After listening to the dialogue, students will open **Wiz.me** and access the Recording card. They have to read the audio script and record it with their own voice. They can have a classmate help them perform it, if possible. Remind them that in every Output lesson, they are going to create their own dialogue, based on the story. They should use the space in their book to do it. At the end of the class, clarify any questions students may have.

**Unlock** - You can ask them to say things they are proud of.

**LESSON 177****LEARNING OBJECTIVES**

- Can use *who*, *that*, or *which* to refer to something or somebody.
- Can use adjectives and/or adverbs that intensify something.

**GRAMMAR**

- adverbial intensifiers with adjectives;
- relative pronouns *who*, *that*, and *which*.

**CHECKING SENTENCES**

1. The robbery had been surprisingly well planned. / crime / mugging
2. Are these the rocks that were mentioned in the research? / caves / temples
3. The scientist talked about their findings on the beach. / temple / cave
4. Researchers were happy when they found the ancient bones. / temple / cave
5. Were these the people who lived in the caves? / desert / countryside
6. Did the local inhabitants discover ancient fossils? / bones / artifacts
7. The lava was scary but amazingly beautiful. / temple / old civilization
8. The inhabitants used to bathe in the river. / lake / sea

**Real Life** - Students will work according to the audio instructions and they will have to write sentences related to the images. They should practice reading them with you or a classmate.

**Check it Out!** - Students will listen to the audio material and produce a text using the content from this section. Check their production and remind them they are going to develop this text to do the first exercise of the Workbook at home.

**Wiz.me** - Ask students to access the **Personal Assistant**, go to **Speaking Practice** related to **Lesson 177**, and work on **Pronunciation Practice** and **Oral Practice**. It is very important that students do these exercises in order to master the language.

**LESSON 178****CHECKING SENTENCES**

1. The bones that were found in the site are being investigated. / fossils / artifacts
2. The archaeologists who discovered the findings are competent. / intelligent / kind
3. The civilization in which these inhabitants lived was considered developed. / advanced / important
4. The inhabitants of the island used to make beautiful handicraft. / artifacts / clothes
5. The scientists are looking into the ancient temple. / archaeological site / cave

**Listen and Check** - Students will listen and check the pictures that best describe what they hear. They should discuss the pictures they have checked with you or a classmate. *AK: 1) b., 2) a., 3) b.*

**Read and Discuss** - Students will work according to the audio instructions. They should write a short text expressing their personal experience, saying if they have ever visited Machu Picchu or if they would like to go there. Students should read the text to you or a classmate in order to discuss about it.

**Give your Opinion About ...** - Students should read the sentences and write their opinion about each topic. Check if they have any questions. They should practice reading and discussing their opinions with you or a classmate.

**There and Around**

After listening to the dialogue, students will open Wiz.me, access the Recording card, and read the audio script so they can record it with their own voice. They can have a classmate help them perform it, if possible. Reinforce they have to create their own dialogue, based on the story. At the end of the class, clarify any questions students may have.

**Unlock** - Have students say archaeological findings. You can also ask them to say words used to intensify a quantity.

**LESSON 179****LEARNING OBJECTIVES**

- Can distinguish between something in the past or that started in the past and continues in the present.
- Can talk about special moments in their lives.

**GRAMMAR**

- review *Present Perfect* vs. *Present Perfect Continuous*;
- *Present Perfect* with *been* and *gone*.

**CHECKING SENTENCES**

1. I look forward to seeing you. / talking to / hearing from
2. She is exhausted. Does she need to take a day off? / week / some days
3. We have been to many celebrations recently. / numerous / several
4. Let's invite our closest friends to a party. / get-together / gathering
5. The reunion at your house was memorable. / unforgettable / joyful
6. Is the extended holiday coming soon? I look forward to it. / holiday season / summer vacation
7. You should do yoga classes to have peace of mind. / meditate / stay alone
8. Do you want to live in a place where you can be in peace? / work / travel to

**Real Life** - Students will work according to the audio instructions and they will have to write sentences related to the images. They should practice reading them with you or a classmate.

**Check it Out!** - Students will listen to the audio material and produce a text using the content from this section. Check their production and remind them they are going to develop this text to do the first exercise of the Workbook at home.

**Wiz.me** - Ask students to access the **Personal Assistant**, go to **Speaking Practice** related to **Lesson 179**, and work on **Pronunciation Practice** and **Oral Practice**. It is very important that students do these exercises in order to master the language.

**LESSON 180****CHECKING SENTENCES**

1. I've been thinking about the memorable moments we had together. / joyful / remarkable
2. I know George doesn't want to live with me anymore, but I miss him. / Paula-her / the kids-them
3. Would you go back to your job if you had the chance? / city / country
4. He has been working at the office all day. / grocery store / bank
5. We've already been to several places this week. Let's stay at home now. / reunions / feasts

**Fluency** - Students should read the sentences and rewrite them according to the content in parenthesis. Check their answers.

**Listen and Discuss** - Students will work according to the audio instructions. With you or a classmate, they have to discuss about life, profession, and retirement, and perform reading the text. Check on their performance, pronunciation, and clarify any questions students may have.

**Role-play** - Students have to read the dialogue and complete it with their ideas. They should role-play it with a classmate.

**There and Around**

After listening to the dialogue, students will open Wiz.me, access the Recording card, and read the audio script so they can record it with their own voice. They can have a classmate help them perform it, if possible. For the following class, students have to watch the There and Around video on Wiz.me, to help them with the final version of dialogue on the Review Lesson.

**Unlock** - Ask students where they would like to go on the next long weekend.

**REVIEW 10****CHECKING SENTENCES**

Students will read the text and answer the following questions about it.

1. What threat to archaeological sites does the text mention?  
*Climate change and the consequent rise of sea levels.*
2. What can happen to some archaeological sites in the United States?  
*They can become submerged.*
3. Who is David Anderson?  
*An anthropologist and one of the co-authors of the study.*
4. Where does he teach?  
*At the University of Tennessee.*
5. What are some places at risk in Washington, D.C.?  
*The White House and the Lincoln Memorial.*
6. Why are they at risk?  
*Because they are at a low elevation.*
7. What do the scientists think that will have to be done if the process accelerates?  
*They think the buildings will have to be relocated.*

**Self-assessment**

1. What's something you enjoy doing in your free time?
2. What's a good way to overcome obstacles?
3. What are you proud of?
4. Why is looking into archaeological findings so important?
5. What's something important that scientists need to discover?

**Self-assessment in the Student's Book** - Students should listen and answer the self-assessment questions from their books, according to the audio material.

**Written Part** - You should collect the sheets from students' Workbooks and correct them.

**There and Around**

Students will review the dialogues they wrote on the previous Output lessons and, using the Realias you will give them, they will write the final version on the space provided in the Student's Book. Ask them to perform the dialogue to you with the help of a classmate.

**Wiz.me** - Encourage students to access **Wiz.me** and watch the video related to the **There and Around** section once again. Remind them that this is the last W6 Lesson in the course, encourage them to keep studying, and say that you hope to see them again next year/semester.