



**WIZARD**  
by Pearson

W8

CHECKING  
SENTENCES

**GSE**

Global Scale of English

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**IN THIS MATERIAL YOU WILL FIND:**

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

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

- Can discuss and become aware of the topics related to each batch of lessons of this coursebook.

**TEACHER SUPPORT |  
CHECKING SENTENCES**

- If you had the chance to go away on a sabbatical year, where would you go?
- What have you been doing in order to improve your English?
- What would you do next vacation if you were me?
- Would you accept an invitation to speak to a large audience? Why or why not?
- What are the advantages and disadvantages of eating out?
- What situations can't you put up with?

**Other Activities**

**Can you find other ways to...?** – This task was completed on the Wiz.tab. Check if students have any questions about this section. Also, check if they were able to do the challenges and briefly ask them which challenge was the most difficult in their opinion.

**Let's understand the reasons why you study English** – Have the *Let's understand the reasons why you study English* answering sheet with you and hand it in to your students when they get to this section. Check if they have any questions.

**Wiz.me** – Students are guided to download their **Personal Assistant**, then work on **Diagnosis Pre card** before they interact with the teacher. Then they are guided to access the **Class Preparation card** before **Lesson 181** and watch the introductory **There and Around video** in the **Video card**.

**LESSON 181****LEARNING OBJECTIVES**

- Can talk about different kinds of news sources.
- Can report questions.

**GRAMMAR**

- reported questions making tense changes – present to past tenses;
- reported questions using *if* and *whether*.

**TEACHER SUPPORT |  
CHECKING SENTENCES**

- He asked whether the story was true or not. / headline / scoop
- What do you consider sensationalist news?
- She didn't ask where I read the news. / information / testimonial
- What headlines have you seen today?
- He wanted to know if I read sensationalist newspapers. / magazines / websites
- Why is news coverage worth having?

**Other Activities**

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

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

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 181**, and work on **Pronunciation Practice** and **Oral Practice**.

**LESSON 182****REITERATIVE LEARNING OBJECTIVES**

- Can talk about different kinds of news sources.
- Can report questions.

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

**Listen, Mark, and Discuss** – Students work on the picture and then they listen to the story. In their book, they mark the false sentence or sentences. They check their answers by doing the exercise on the Wiz.tab.

During the Teacher Support, discuss the three questions from the book with your students: Can we rely on stories found in tabloids or glossy magazines? Why or why not? Is Matt's opinion about tabloids enough to avoid reading them? Why or why not? How dangerous can scandals or fake news be to people?

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

### Other Activities

**Fluency** – Students read the sentences and make the necessary changes according to the model. For correction, they should match the content from the boxes. Check if students have any questions.

**Describe and Compare the Pictures** – Students look at the pictures one at a time to describe each, and then compare them. To close the activity, they listen to some questions about the pictures and choose the correct answer on the screen. Check if students have any questions.

**There and Around** – For the first part of the story, students choose one of the Realia pictures to work on during this and the following Output Lessons. Then they listen to the story and take notes of the important things the characters say. After that, they write their speech based on the Realia and their notes. Clarify any questions students may have.

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

**Wiz.me** – Students are guided to access the **Personal Assistant** to complete the **Homework card** and the **Speaking Practice card** to work on **Pronunciation Practice**. They also have to watch the **There and Around video**, complete the activity in the **Recording card**, and get ready for the next class by doing the **Class Preparation card**.

## LESSON 183

### LEARNING OBJECTIVES

- Can report recommendations or suggestions.
- Can talk about problems related to the news.

### GRAMMAR

- reported speech making tense changes – present to past tenses;
- reported speech with modals *should* and *would*;
- reporting verbs followed by *that*.

## TEACHER SUPPORT | CHECKING SENTENCES

1. She said the paparazzi insisted on following her. / taking pictures of her / talking to her
2. What is an eye-catching headline?
3. We recommend that you don't share fake news. / outdated news / the source
4. How important is it to be a fact-checker?
5. He didn't tell me if his boss had a bias against that story or not. / report / theory
6. Do you think fake news is dangerous? Why or why not?

### Other Activities

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

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

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 183**, and work on **Pronunciation Practice** and **Oral Practice**.

## LESSON 184

### REITERATIVE LEARNING OBJECTIVES

- Can report recommendations or suggestions.
- Can talk about problems related to the news.

## TEACHER SUPPORT | STUDENT'S BOOK ACTIVITIES

**Food for Thought** – Students look at the picture, describe what they see, and answer some questions about it on the Wiz.tab. Then they are instructed to listen to the Student's Book questions and think about the answers: **a.** What does the headline above suggest? / **b.** Do you agree with it? Why or why not? / **c.** Why are clickbait headlines so appealing? / **d.** How many times have you clicked on clickbait headlines? During the Teacher Support, discuss these questions with your students. Take into consideration the guided questions and their answers from the Wiz.tab:

1. How would you describe the picture?  
**R:** An appealing attempt to attract a click.  
**W:** A likely reliable source of information.
2. Why does clickbait usually get a lot of hate?  
**R:** Because most of its content is misleading.  
**W:** Because most of its content is funny.

3. Why do most people click on clickbait?  
**R:** Because they are tempted by its headlines.  
**W:** Because they want to be well-informed.
4. When can clickbait be considered good for users?  
**R:** When it is ethical, not only worried about getting clicks.  
**W:** When it's appealing, despite its content.

After the discussion, remember to congratulate students on their work.

### Other Activities

**Ask and Answer** – First, students work on the picture saying what comes to their mind when they see it. Then, they listen to the model, make the question based on it, listen to an audio to confirm the question they made, and answer it. Check if students have any questions.

**Taking Notes** – Students work on the picture saying how they interpret it. After that, they listen to the text to understand its main idea. Then they listen to the text one more time and complete the summary in their books. Finally, they do the exercise on the Wiz.tab to check their answers. Check if students have any questions.

**There and Around** – For the second part of the story, students work with the same Realia picture they chose in the first Output Lesson. Then they listen to the story and take notes of the important things the characters say. After that, they write their speech based on the Realia and their notes. Clarify any questions students may have.

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

**Wiz.me** – Students are guided to access the **Personal Assistant** to complete the **Homework card** and the **Speaking Practice card** to work on **Pronunciation Practice**. They also have to watch the **There and Around video**, complete the activity in the **Recording card**, and get ready for the next class by doing the **Class Preparation card**.

## LESSON 185

### LEARNING OBJECTIVES

- Can give or seek personal views and opinions when discussing sources of information.
- Can report past situations.

### GRAMMAR

- reporting questions and direct sentences with *will* using the modal *would*;
- relative clauses with infinitive verb phrases.

## TEACHER SUPPORT | CHECKING SENTENCES

1. That video was our first one to go viral. / post / scoop
2. They warned us about the importance of avoiding bias. / fake news / sensationalism
3. They said they wouldn't visit us on vacation. / on the weekend / that weekend
4. The eyewitness said she would tell the police everything. / wouldn't / anything
5. She said the content wasn't very engaging. / awful / eye-catching
6. Do you think digital influencers should be fact-checkers? Why or why not?

### Other Activities

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

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

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 185**, and work on **Pronunciation Practice** and **Oral Practice**.

## LESSON 186

### REITERATIVE LEARNING OBJECTIVES

- Can give or seek personal views and opinions when discussing sources of information.
- Can report past situations.

## TEACHER SUPPORT | STUDENT'S BOOK ACTIVITIES

**Going Beyond** – Students work on the pictures by describing them. Then they listen to two texts and follow them in their book. After that, they are instructed to listen to some questions and think about their answers before discussing the topic later on.

During the Teacher Support, ask students to read the titles, look at the images in their books, and say how they are related. Mention interesting ideas you have heard from the students, while they were working on this activity alone, in order to engage them and boost their confidence. Take into consideration the guided questions from the Wiz.tab:

1. In the first text, what does the study find about most Americans?
2. According to the study, who tends to easily believe fake news?

3. Based on the second text, why does information get distorted?
4. How can we avoid telling distorted facts?

After finishing the practice, compliment students on their improvement.

### Other Activities

**Complete the Sentences** – Students describe the picture out loud. Then they listen and reproduce the model. After that, they complete the sentences out loud. As a wrap-up, they listen to the audio and choose two images that best describe the situation. Check if students have any questions.

**Pronunciation and Intonation** – Students look at the box in their book, then listen and reproduce the sentence paying attention to the highlights. They are given the explanation on the different pronunciation of the -ed sound at the end of verbs. Then they listen to the sentences in their book and reproduce them out loud. Check if students have any questions.

**There and Around** – For the last part of the story, students work with the same Realia picture they chose in the first Output Lesson. Then they listen to the story and take notes of the important things the characters say. After that, they write their speech based on the Realia and their notes. Clarify any questions students may have.

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

**Wiz.me** – Students are guided to access the **Personal Assistant** to complete the **Homework card** and the **Speaking Practice card** to work on **Pronunciation Practice**. They also have to watch the **There and Around video**, complete the activity in the **Recording card**, and get ready for the next class by accessing the **Dubbing card**, preparing a script, recording it and writing its final version in the **Written Part sheet** of the **Workbook**. To complete the **Review Lesson** preparation, they are also guided to watch the **Pinpoint video** in the **Video card**.

### REVIEW 1

## TEACHER SUPPORT | CHECKING SENTENCES

1. How might fake videos affect someone's life?
2. Have you ever heard of a story that ended badly after fake news was shared?
3. How can we avoid sharing fake news?
4. Do you think that the dangers of fake news should be discussed at school? Why or why not?
5. Has your opinion about fake materials changed after all we discussed in these lessons? Why or why not?

### Self-assessment

1. How do you keep up with the news from around the world?
2. Why do you think people share fake news?
3. Do you follow any digital influencers? Why or why not?

### Other Activities

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

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

**There and Around** – In order to prepare for their presentation, students review the final version of the speech they wrote in the previous Output Lessons and make the adjustments needed, justifying the Realia they chose.

**Wiz.me** – Students are guided to watch the **There and Around video** again and get ready for the next class by doing the **Class Preparation card**.

## LESSON 187

### LEARNING OBJECTIVES

- Can discuss topics related to being an active citizen.
- Can talk about duties and obligations.
- Can talk about conditions and consequences.

### GRAMMAR

- review of Zero and First conditionals;
- *unless, as long as, as soon as, and in case* for conditional clauses.

## TEACHER SUPPORT | CHECKING SENTENCES

1. If I don't encourage my husband, he doesn't vote. / eat healthily / wake up early
2. You will lose your driver's license if you don't obey the rules. / work permit / job
3. If you don't engage in your community, nothing will change. / encourage people to vote / say anything
4. If you aren't honest, your children won't be either. / family / employees

5. Citizenship is not only voting. / helping others / obeying rules
6. What are your duties as a citizen of your country?

## Other Activities

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

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

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 187**, and work on **Pronunciation Practice** and **Oral Practice**.

## LESSON 188

### REITERATIVE LEARNING OBJECTIVES

- Can discuss topics related to being an active citizen.
- Can talk about duties and obligations.
- Can talk about conditions and consequences.

## TEACHER SUPPORT | STUDENT'S BOOK ACTIVITIES

**Describe and Compare the Pictures** – Students look at the pictures one at a time to describe each, and then compare them. To close the activity, they listen to some questions about the pictures and choose the correct answer on the screen.

During the Teacher Support, discuss the following questions with your students: **a.** Do these children have the same opportunities? Why or why not? / **b.** In your opinion, how might the future of the children in the pictures be different? / **c.** Why aren't opportunities equal for all children everywhere? / **d.** What can we do to help children around the world?

## Other Activities

**Fluency** – Students read the sentences and make the necessary changes according to the model. For correction, they should match the content from the boxes. Check if students have any questions.

**What's the Definition?** – Students describe what they see in the picture. Then they listen and read the content on the screen out loud. After that, they listen to this content contextualized in a dialogue. In their books, they write the definition of the words/phrases. They check their answers by doing the exercise on the Wiz.tab. Check if students have any questions.

**There and Around** – For the first part of the story, students choose one of the Realia pictures to work on during this and the following Output Lessons. Then they listen to the story and take notes of the important things the characters say. After that, they write their speech based on the Realia and their notes. Clarify any questions students may have.

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

**Wiz.me** – Students are guided to access the **Personal Assistant** to complete the **Homework card** and the **Speaking Practice card** to work on **Pronunciation Practice**. They also have to watch the **There and Around video**, complete the activity in the **Recording card**, and get ready for the next class by doing the **Class Preparation card**.

## LESSON 189

### LEARNING OBJECTIVES

- Can say what can be done to help people.
- Can say what can be done to improve the conditions of the places where they live.
- Can talk about conditions and consequences.

### GRAMMAR

- Second conditional;
- review of *lack of* and *to be needed*.

## TEACHER SUPPORT | CHECKING SENTENCES

1. If I were you, I would give away all these clothes. / food / furniture
2. If you won a large quantity of money, would you donate it?
3. Donating money isn't the only way to do something for charity, love is also needed. / your time / food
4. What should the government do to help the needy?
5. The lack of donations made us ask for help on the Internet. / social media / at an NPO
6. Would you volunteer if you had time? Why or why not?

## Other Activities

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

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

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 189**, and work on **Pronunciation Practice** and **Oral Practice**.

### LESSON 190

#### REITERATIVE LEARNING OBJECTIVES

- Can say what can be done to help people.
- Can say what can be done to improve the conditions of the places where they live.
- Can talk about conditions and consequences.

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

**Building your Story** – Students listen and reproduce the audio paying attention to the picture in their books. Then they read some sentences with the words or phrases and match them to their corresponding halves to form full sentences and make sure they understand what they mean. They should reproduce these sentences out loud.

During the Teacher Support, they create a story using the words or phrases in the right and left-hand columns in their books.

After students finish telling their stories, congratulate them on their work.

#### Other Activities

**Ask and Answer** – First, students work on the picture saying what comes to their mind when they see it. Then, they listen to the model, make the question based on it, listen to an audio to confirm the question they made, and answer it. Check if students have any questions.

**Focus Listening** – First, students listen to the passage carefully. They listen to the audio a second time to take notes or answer the questions in the spaces provided in their books. Students listen to the audio for the last time to confirm their answers. They check the exercise from the book by doing the exercise on the Wiz.tab. Check if students have any questions.

**There and Around** – For the second part of the story, students work with the same Realia picture they chose in the first Output Lesson. Then they listen to the story and take notes of the important things the characters say. After that, they write their speech based on the Realia and their notes. Clarify any questions students may have.

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

**Wiz.me** – Students are guided to access the **Personal Assistant** to complete the **Homework card** and the **Speaking Practice card** to work on **Pronunciation Practice**. They also have to watch the **There and Around video**, complete the activity in the **Recording card**, and get ready for the next class by doing the **Class Preparation card**.

### LESSON 191

#### LEARNING OBJECTIVES

- Can discuss options and possible actions.
- Can understand and discuss information related to humanitarian matters.

#### GRAMMAR

- conditional sentences with modal verbs: *may, might, had better, could, and should*.

#### TEACHER SUPPORT | CHECKING SENTENCES

1. In your opinion, what should the government do about poverty?
2. If people don't know their rights, they may not fight for them. / homeless / underprivileged
3. What social problem do you find hard to swallow?
4. If they are not aware of their civil rights, they won't fight for them. / privileges / situation
5. Some people aren't engaged in humanitarian initiatives. / equal rights / civil rights
6. What might happen if we fight for our rights?

#### Other Activities

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

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

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 191**, and work on **Pronunciation Practice** and **Oral Practice**.

## LESSON 192

## REITERATIVE LEARNING OBJECTIVES

- Can discuss options and possible actions.
- Can understand and discuss information related to humanitarian matters.

TEACHER SUPPORT |  
STUDENT'S BOOK ACTIVITIES

**Is it Nonsense?** – Students read the description of the picture and fill in the blanks with the words from the boxes. Then they explore it and start thinking about what can be changed to make sense. They will also listen to the sentences from the Note box in the Teacher's Guide to give them some insights for the discussion.

During the Teacher Support, ask students about their ideas and give yours to make it an interesting discussion. Take into consideration the text from the Wiz.tab: The proud-looking man on the right is checking how much money he has while the man on the left seems to be upset in a devastated world. Despite not being a homeless man, the man on the left might be in suffering from hunger as there is nothing around him.

After finishing the practice, compliment students on their creativity.

## Other Activities

**Complete the Sentences** – Students describe the picture out loud. Then they listen and reproduce the model. After that, they complete the sentences out loud. As a wrap-up, they listen to the audio and choose two images that best describe the situation. Check if students have any questions.

**Pronunciation and Intonation** – Students look at the box in their book, then listen and reproduce the sentence paying attention to the highlights. They are given an explanation on sentence intonation, linking sounds, and sound stress. Then they listen to the sentences in their book and reproduce them out loud. Check if students have any questions.

**There and Around** – For the last part of the story, students work with the same Realia picture they chose in the first Output Lesson. Then they listen to the story and take notes of the important things the characters say. After that, they write their speech based on the Realia and their notes. Clarify any questions students may have.

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

**Wiz.me** – Students are guided to access the **Personal Assistant** to complete the **Homework card** and the **Speaking Practice card** to work on **Pronunciation Practice**. They also have to watch the **There and Around video**, complete the activity in the **Recording card**, and get ready for the next class by accessing the **Dubbing card**, preparing a script, recording it and writing its final version in the **Written Part sheet** of the **Workbook**. To complete the **Review Lesson** preparation, they are also guided to watch the **Pinpoint video** in the **Video card**.

## REVIEW 2

TEACHER SUPPORT |  
CHECKING SENTENCES

1. Why do women have few rights in some places?
2. Why do people see men and women differently in some countries?
3. Are women and men treated equally in your country? If not, why?
4. How can women help more in the economy?
5. Are women expected to be different from men? Why or why not?

## Self-assessment

1. Do you consider yourself an active citizen? Why or why not?
2. What do you think the government should do to fight poverty?
3. What is a refugee?

## Other Activities

This section will be completed on the Wiz.tab. Check the faces they marked according to the can-do statements. Then ask them if they have any questions and what they need to do to improve their learning. Also, use this moment and pieces of information to prepare a review of these LOs in the following lessons, or to recommend remedial classes or extra practice in the Study Hall if needed.

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

**There and Around** – In order to prepare for their presentation, students review the final version of the speech they wrote in the previous Output Lessons and make the adjustments needed, justifying the Realia they chose.

**Wiz.me** – Students are guided to watch the **There and Around video** again and get ready for the next class by doing the **Class Preparation card**.

## LESSON 193

## LEARNING OBJECTIVES

- Can talk about sustainability and ecological awareness.
- Can talk about things based on the action instead of the agent in the present and in the past.

## GRAMMAR

- review of passive voice in the Simple Present and Simple Past tenses;
- Passive voice with the modals *can* and *could*.

## TEACHER SUPPORT | CHECKING SENTENCES

1. Relevant topics weren't raised during the discussion. / meeting / conference
2. Some people aren't educated to be politically conscious. / sustainable / empathetic
3. Sustainability is being experienced by young people. / Accountability / Rights and obligations are
4. Being empathetic is seen as a remarkable skill. / memorable / relevant
5. Is ecological awareness a family or school accountability? Why?
6. What can be done to change today's situation?

## Other Activities

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

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

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 193**, and work on **Pronunciation Practice** and **Oral Practice**.

## LESSON 194

## REITERATIVE LEARNING OBJECTIVES

- Can talk about sustainability and ecological awareness.
- Can talk about things based on the action instead of the agent in the present and past.

## TEACHER SUPPORT | STUDENT'S BOOK ACTIVITIES

**Listen, Mark, and Discuss** – Students work on the picture and then they listen to the story. In their book, they mark the false sentence or sentences. They check their answers by doing the exercise on the Wiz.tab.

During the Teacher Support, discuss the three questions from the book with your students: Do you have environmental awareness? Why or why not? / What are the advantages of being a student at Eve's school? / How were you engaged to experience environmental awareness while you were a student?

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

## Other Activities

**Fluency** – Students read the sentences and make the necessary changes according to the model. For correction, they should match the content from the boxes. Check if students have any questions.

**Describe and Compare the Pictures** – Students look at the pictures one at a time to describe each, and then compare them. To close the activity, they listen to some questions about the pictures and choose the correct answer on the screen. Check if students have any questions.

**There and Around** – For the first part of the story, students choose one of the Realia pictures to work on during this and the following Output Lessons. Then they listen to the story and take notes of the important things the characters say. After that, they write their speech based on the Realia and their notes. Clarify any questions students may have.

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

**Wiz.me** – Students are guided to access the **Personal Assistant** to complete the **Homework card** and the **Speaking Practice card** to work on **Pronunciation Practice**. They also have to watch the **There and Around video**, complete the activity in the **Recording card**, and get ready for the next class by doing the **Class Preparation card**.

## LESSON 195

## LEARNING OBJECTIVES

- Can talk about things in the future based on the action instead of the agent.
- Can give opinions on how to be more committed to the future of the planet.
- Can discuss the 3Rs (Reduce, Reuse, and Recycle).

## GRAMMAR

- Passive Simple Future with modal verb *will*;
- Passive voice with the modals *may* and *might*.

TEACHER SUPPORT |  
CHECKING SENTENCES

1. Metal won't be taken to the recycling container. / Cardboard / Aluminum
2. What will be done to avoid wasting water?
3. Metal can't be left in the environment. / Aluminum / Plastic
4. Recycling creates jobs. / saves money / helps the planet
5. We are supposed to reduce the trash in the world. / pollution / waste
6. How can we engage people in recycling?

## Other Activities

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

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

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 195**, and work on **Pronunciation Practice** and **Oral Practice**.

## LESSON 196

## REITERATIVE LEARNING OBJECTIVES

- Can talk about things in the future based on the action instead of the agent.
- Can discuss the 3Rs (Reduce, Reuse, and Recycle).
- Can give opinions on how to be more committed to the future of the planet.

TEACHER SUPPORT |  
STUDENT'S BOOK ACTIVITIES

**Food for Thought** – Students look at the picture, describe what they see, and answer some questions about it on the Wiz.tab. Then they are instructed to listen to the Student's Book questions and think about the answers: **a.** What is your answer to the question above? / **b.** How can companies help the environment? / **c.** What do you consider when buying clothes and electronics? / **d.** What do you think about the sustainable and green idea of purchasing?

During the Teacher Support, discuss these questions with your students. Take into consideration the guided questions and their answers from the Wiz.tab:

1. What does "Less is More" mean here?  
**R:** That having the essentials is better.  
**W:** People should stop buying what they want to.
2. "Buying green" means to...  
**W:** buy products from local producers.  
**R:** consider the environmental impacts of the products.
3. Companies help the environment by...  
**R:** trying to become sustainable.  
**W:** offering affordable products to the population.
4. Green products tend to be more expensive than the others because...  
**R:** they are more difficult and expensive to create.  
**W:** of their high demand.

After the discussion, remember to congratulate students on their work.

## Other Activities

**Ask and Answer** – First, students work on the picture saying what comes to their mind when they see it. Then, they listen to the model, make the question based on it, listen to an audio to confirm the question they made, and answer it. Check if students have any questions.

**Taking Notes** – Students work on the picture saying how they interpret it. After that, they listen to the text to understand its main idea. Then they listen to the text one more time and complete the summary in their books. Finally, they do the exercise on the Wiz.tab to check their answers. Check if students have any questions.

**There and Around** – For the second part of the story, students work with the same Realia picture they chose in the first Output Lesson. Then they listen to the story and take notes of the important things the characters say. After that, they write their speech based on the Realia and their notes. Clarify any questions students may have.

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

**Wiz.me** – Students are guided to access the **Personal Assistant** to complete the **Homework card** and the **Speaking Practice card** to work on **Pronunciation Practice**. They also have to watch the **There and Around video**, complete the activity in the **Recording card**, and get ready for the next class by doing the **Class Preparation card**.

### LESSON 197

#### LEARNING OBJECTIVES

- Can discuss some causes of climate change.
- Can say what can be done to change the reality of the planet.

#### GRAMMAR

- Passive voice in the Simple Present, Simple Past, and Simple Future tenses;
- review active vs. passive sentences.

### TEACHER SUPPORT | CHECKING SENTENCES

1. Climate change is increased by everybody's irresponsibility. / Global warming / Pollution
2. Global warming isn't seen as harm by some people. / threat / our irresponsibility
3. Damage to the world will be caused by humankind's action. / environment / ocean
4. Our natural resources will be protected by everyone. / ecosystem / forests
5. In your opinion, are children educated to fight against climate change? Why or why not?
6. Why are some countries committed to meeting net-zero emissions and others aren't?

### Other Activities

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

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

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 197**, and work on **Pronunciation Practice** and **Oral Practice**.

### LESSON 198

#### REITERATIVE LEARNING OBJECTIVES

- Can discuss some causes of climate change.
- Can say what can be done to change the reality of the planet.

### TEACHER SUPPORT | STUDENT'S BOOK ACTIVITIES

**Going Beyond** – Students work on the pictures by describing them. Then they listen to two texts and follow them in their book. After that, they are instructed to listen to some questions and think about their answers before discussing the topic later on.

During the Teacher Support, ask students to read the titles, look at the images in their books, and say how they are related. Mention interesting ideas you have heard from the students, while they were working on this activity alone, in order to engage them and boost their confidence. Take into consideration the guided questions from the Wiz.tab:

1. Based on the title of the exercise, what's out of control?
2. What does "NASA goes green" mean?
3. How might NASA be related to the control of climate change?
4. Did you hear this piece of news somewhere before? What do you think about it?

After finishing the practice, compliment students on their improvement.

### Other Activities

**Complete the Sentences** – Students describe the picture out loud. Then they listen and reproduce the model. After that, they complete the sentences out loud. As a wrap-up, they listen to the audio and choose two images that best describe the situation. Check if students have any questions.

**Pronunciation and Intonation** – Students look at the box in their book, then listen and reproduce the sentence paying attention to the highlights. They are given the explanation on the different pronunciation of the *-ed* sound at the end of verbs. Then they listen to the sentences in their book and reproduce them out loud. Check if students have any questions.

**There and Around** – For the last part of the story, students work with the same Realia picture they chose in the first Output Lesson. Then they listen to the story and take notes of the important things the characters say. After that, they write their speech

based on the Realia and their notes. Clarify any questions students may have.

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

**Wiz.me** – Students are guided to access the **Personal Assistant** to complete the **Homework card** and the **Speaking Practice card** to work on **Pronunciation Practice**. They also have to watch the **There and Around video**, complete the activity in the **Recording card**, and get ready for the next class by accessing the **Dubbing card**, preparing a script, recording it and writing its final version in the **Written Part sheet** of the **Workbook**. To complete the **Review Lesson** preparation, they are also guided to watch the **Pinpoint video** in the **Video card**.

### REVIEW 3

## TEACHER SUPPORT | CHECKING SENTENCES

1. Do you think supermarkets should stop offering plastic bags? Why or why not?
2. Do you usually bring your own bag when you go to the supermarket? Why or why not?
3. What kinds of reusable containers do you have in your house?
4. What's the importance of separating items to be recycled?
5. What small things can you do to live a more sustainable life?

### Self-assessment

1. How can we make the world more sustainable?
2. How committed are you to recycling?
3. What can be done to raise people's awareness of climate change?

### Other Activities

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

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

**There and Around** – In order to prepare for their presentation, students review the final version of the

speech they wrote in the previous Output Lessons and make the adjustments needed, justifying the Realia they chose.

**Wiz.me** – Students are guided to watch the **There and Around video** again and get ready for the next class by doing the **Class Preparation card**.

## LESSON 199

### LEARNING OBJECTIVES

- Can discuss technology and its impact on daily routine.
- Can understand, talk about, and describe situations that occur in the future.

### GRAMMAR

- review of Simple Future (*will*), Future *going to*, and Present Continuous as Future;
- Future Continuous;
- *shall be -ing* vs. *will*;
- stative verbs vs. Future Continuous.

## TEACHER SUPPORT | CHECKING SENTENCES

1. This new device will enhance people's quality of life. / health / productivity
2. Charging stations in parks aren't going to be installed soon. / malls / public sites
3. Not every bus in the country is going to have wireless hotspots by next year. / train / station
4. What device will be revolutionary in two years? Why?
5. How dangerous is it not to back up your files from your computer or cell phone?
6. They have fixed the network so the computers won't crash anymore. / devices / Wi-Fi

### Other Activities

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

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

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 199**, and work on **Pronunciation Practice** and **Oral Practice**.

## LESSON 200

## REITERATIVE LEARNING OBJECTIVES

- Can discuss technology and its impact on daily routine.
- Can understand, talk about, and describe situations that occur in the future.

TEACHER SUPPORT |  
STUDENT'S BOOK ACTIVITIES

**Describe and Compare the Pictures** – Students look at the pictures one at a time to describe each, and then compare them. To close the activity, they listen to some questions about the pictures and choose the correct answer on the screen.

During the Teacher Support, discuss the following questions with your students: **a.** Would you rather work at the office than home? Why or why not? / **b.** What are the advantages and disadvantages of working in both places? / **c.** Where is your productivity better? / **d.** How has the Internet changed the work environment?

## Other Activities

**Fluency** – Students read the sentences and make the necessary changes according to the model. For correction, they should match the content from the boxes. Check if students have any questions.

**What's the Definition?** – Students describe what they see in the picture. Then they listen and read the content on the screen out loud. After that, they listen to this content contextualized in a dialogue. In their books, they write the definition of the words/phrases. They check their answers by doing the exercise on the Wiz.tab. Check if students have any questions.

**There and Around** – For the first part of the story, students choose one of the Realia pictures to work on during this and the following Output Lessons. Then they listen to the story and take notes of the important things the characters say. After that, they write their speech based on the Realia and their notes. Clarify any questions students may have.

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

**Wiz.me** – Students are guided to access the **Personal Assistant** to complete the **Homework card** and the **Speaking Practice card** to work on **Pronunciation Practice**. They also have to watch the **There and Around video**, complete the activity in the **Recording card**, and get ready for the next class by doing the **Class Preparation card**.

## LESSON 201

## LEARNING OBJECTIVES

- Can talk about completed actions in the future.
- Can discuss technological innovations.

## GRAMMAR

- Future Perfect tense.

TEACHER SUPPORT |  
CHECKING SENTENCES

- New wireless sensors won't have been launched before the end of the year. / until next year / by next month
- By the end of the year, I will have already launched my book. / moved to Bolivia / changed devices
- By the end of the day, I still won't have figured out how this device works. / drone / invention
- Many cities won't have purchased drones for security purposes by 2030. / police departments / airports
- The lack of job opportunities puts students' future in jeopardy. / people's / foreigners'
- How do you see the future of AI?

## Other Activities

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

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

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 201**, and work on **Pronunciation Practice** and **Oral Practice**.

## LESSON 202

## REITERATIVE LEARNING OBJECTIVES

- Can talk about completed actions in the future.
- Can discuss technological innovations.

TEACHER SUPPORT |  
STUDENT'S BOOK ACTIVITIES

**Building your Story** – Students listen and reproduce the audio paying attention to the picture in their books.

Then they read some sentences with the words or phrases and match them to their corresponding halves to form full sentences and make sure they understand what they mean. They should reproduce these sentences out loud.

During the Teacher Support, they create a story using the words or phrases in the right and left-hand columns in their books.

After students finish telling their stories, congratulate them on their work.

## Other Activities

**Ask and Answer** – First, students work on the picture saying what comes to their mind when they see it. Then, they listen to the model, make the question based on it, listen to an audio to confirm the question they made, and answer it. Check if students have any questions.

**Focus Listening** – First, students listen to the passage carefully. They listen to the audio a second time to take notes or answer the questions in the spaces provided in their books. Students listen to the audio for the last time to confirm their answers. They check the exercise from the book by doing the exercise on the Wiz.tab. Check if students have any questions.

**There and Around** – For the second part of the story, students work with the same Realia picture they chose in the first Output Lesson. Then they listen to the story and take notes of the important things the characters say. After that, they write their speech based on the Realia and their notes. Clarify any questions students may have.

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

**Wiz.me** – Students are guided to access the **Personal Assistant** to complete the **Homework card** and the **Speaking Practice card** to work on **Pronunciation Practice**. They also have to watch the **There and Around video**, complete the activity in the **Recording card**, and get ready for the next class by doing the **Class Preparation card**.

## LESSON 203

### LEARNING OBJECTIVES

- Can understand and express degrees of certainty about future situations.
- Can discuss the influence of technology in one's life.
- Can relate entertainment to technology.

### GRAMMAR

- mixed Future tenses and various degrees of likelihood;
- Future tenses to show hope, certainty, expectation, fear, offer, promises, and refusals.

## TEACHER SUPPORT | CHECKING SENTENCES

1. I'm afraid they won't launch it any time soon. / I'm sure / It's likely
2. It's unlikely this innovation will be considered revolutionary / practical / a breakthrough
3. I don't think virtual reality will be used for everything. / for work / for studies
4. What will the future of video games be?
5. I'm sure wireless hotspots won't have become available everywhere by next year. / in developing countries / on the streets
6. What will you definitely be doing in five years?

## Other Activities

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

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

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 203**, and work on **Pronunciation Practice** and **Oral Practice**.

## LESSON 204

### REITERATIVE LEARNING OBJECTIVES

- Can understand and express degrees of certainty about future situations.
- Can discuss the influence of technology in one's life.
- Can relate entertainment to technology.

## TEACHER SUPPORT | STUDENT'S BOOK ACTIVITIES

**Is it Nonsense?** – Students read the description of the picture and fill in the blanks with the words from the boxes. Then they explore it and start thinking about what can be changed to make sense. They will also listen to the sentences from the Note box in the Teacher's Guide to give them some insights for the discussion.

During the Teacher Support, ask students about their ideas and give yours to make it an interesting discussion. Take into consideration the text from the Wiz.tab: A big robot is sitting on the earth holding a man who is afraid that his own invention may put his future in jeopardy. Maybe AI has reached levels we can't understand now and this picture might somehow be a sign of things to come.

After finishing the practice, compliment students on their creativity.

### Other Activities

**Complete the Sentences** – Students describe the picture out loud. Then they listen and reproduce the model. After that, they complete the sentences out loud. As a wrap-up, they listen to the audio and choose two images that best describe the situation. Check if students have any questions.

**Pronunciation and Intonation** – Students look at the box in their book, then listen and reproduce the sentence paying attention to the highlights. They are given an explanation on linking sounds and connected speech. Then they listen to the sentences in their book and reproduce them out loud. Check if students have any questions.

**There and Around** – For the last part of the story, students work with the same Realia picture they chose in the first Output Lesson. Then they listen to the story and take notes of the important things the characters say. After that, they write their speech based on the Realia and their notes. Clarify any questions students may have.

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

**Wiz.me** – Students are guided to access the **Personal Assistant** to complete the **Homework card** and the **Speaking Practice card** to work on **Pronunciation Practice**. They also have to watch the **There and Around video**, complete the activity in the **Recording card**, and get ready for the next class by accessing the **Dubbing card**, preparing a script, recording it and writing its final version in the **Written Part sheet of the Workbook**. To complete the **Review Lesson** preparation, they are also guided to watch the **Pinpoint video** in the **Video card**.

### REVIEW 4

### TEACHER SUPPORT | CHECKING SENTENCES

1. Do you think you spend too much time using devices? Why or why not?

2. Would you say screens have made us sick? Why or why not?
3. What device couldn't you live without? Why?
4. How important is research for a country?
5. Can we rely on artificial intelligence? Why or why not?

### Self-assessment

1. What are a glitch and a patch?
2. How much are you familiar with the universe of gaming?
3. Do you think AI can put our lives in jeopardy? Why or why not?

### Other Activities

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

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

**There and Around** – In order to prepare for their presentation, students review the final version of the speech they wrote in the previous Output Lessons and make the adjustments needed, justifying the Realia they chose.

**Wiz.me** – Students are guided to watch the **There and Around video** again and get ready for the next class by doing the **Class Preparation card**.

## LESSON 205

### LEARNING OBJECTIVES

- Can talk about how they balance their professional and personal lives.
- Can discuss sedentary vs. active lifestyles.
- Can analyze and use proper structures to describe situations in the past.
- Can describe repeated situations or actions that no longer happen.

### GRAMMAR

- review of past tenses: Simple Past, Present Perfect, and Past Perfect;
- *used to* to describe regular past actions;
- review of Past Continuous tense with *when* and *while*.

## TEACHER SUPPORT | CHECKING SENTENCES

1. We invested a lot of time in this project a year ago. / money / sources
2. They have trained long hours to reach that performance. / result / score
3. He hadn't been in a good condition until that summer. / bad / promising
4. He had to go the extra mile to get that opportunity. / become a better player / improve his performance
5. The team didn't celebrate last night. / the day before yesterday / over the weekend
6. What are the advantages and disadvantages of living on the edge?

### Other Activities

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

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

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 205**, and work on **Pronunciation Practice** and **Oral Practice**.

## LESSON 206

### REITERATIVE LEARNING OBJECTIVES

- Can talk about how they balance their professional and personal lives.
- Can discuss sedentary vs. active lifestyles.
- Can analyze and use proper structures to describe situations in the past.
- Can describe repeated situations or actions that no longer happen.

## TEACHER SUPPORT | STUDENT'S BOOK ACTIVITIES

**Listen, Mark, and Discuss** – Students work on the picture and then they listen to the story. In their book, they mark the false sentence or sentences. They check their answers by doing the exercise on the Wiz.tab.

During the Teacher Support, discuss the three questions from the book with your students: Why do most people learn how important it is to balance their professional and personal lives later in life? / How do you balance your professional and personal life? / What

would you recommend a friend to do to have good welfare?

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

### Other Activities

**Fluency** – Students read the sentences and make the necessary changes according to the model. For correction, they should match the content from the boxes. Check if students have any questions.

**Describe and Compare the Pictures** – Students look at the pictures one at a time to describe each, and then compare them. To close the activity, they listen to some questions about the pictures and choose the correct answer on the screen. Check if students have any questions.

**There and Around** – For the first part of the story, students choose one of the Realia pictures to work on during this and the following Output Lessons. Then they listen to the story and take notes of the important things the characters say. After that, they write their speech based on the Realia and their notes. Clarify any questions students may have.

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

**Wiz.me** – Students are guided to access the **Personal Assistant** to complete the **Homework card** and the **Speaking Practice card** to work on **Pronunciation Practice**. They also have to watch the **There and Around video**, complete the activity in the **Recording card**, and get ready for the next class by doing the **Class Preparation card**.

## LESSON 207

### LEARNING OBJECTIVES

- Can talk about sports achievements and life goals.
- Can describe hypothetical past results of a past action.

### GRAMMAR

- Third conditional;
- *What if* for hypothetical questions;
- Third conditional with modals *could* and *might*.

## TEACHER SUPPORT | CHECKING SENTENCES

1. If we had been determined to win, we would have defeated our opponent. / won the tournament / overcome the obstacles

2. The sponsor hasn't invested millions of dollars in the team. / spent / given – to the team
3. What are you counting down the days until?
4. I can't wait to see our athletes winning the prize. / celebrating on the podium / celebrating their achievement
5. If I had defeated him, I would have won the tournament. / more money / the prize
6. Do you think winning is everything? Why or why not?

## Other Activities

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

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

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 207**, and work on **Pronunciation Practice** and **Oral Practice**.

## LESSON 208

### REITERATIVE LEARNING OBJECTIVES

- Can talk about sports achievements and life goals.
- Can describe hypothetical past results of a past action.

## TEACHER SUPPORT | STUDENT'S BOOK ACTIVITIES

**Food for Thought** – Students look at the picture, describe what they see, and answer some questions about it on the Wiz.tab. Then they are instructed to listen to the Student's Book questions and think about the answers: **a.** In your opinion, how could team sports enable us to experience a good welfare? / **b.** Do you think team sports change us differently compared to working out alone? Why? / **c.** What other effects do sports have on us? / **d.** If sport is so efficient at enhancing our quality of life, why don't people practice it?

During the Teacher Support, discuss these questions with the students. Take into consideration the guided questions and their answers from the Wiz.tab:

1. How are the girls in the picture feeling?  
**R:** Relaxed, so this might not be a tournament.  
**W:** Embarrassed and this might be a tournament.
2. How can team sports enable us to have a happier social life?  
**R:** They make us cooperate with and encourage people.  
**W:** They make us compete with people.

3. What good effect do sports have on our emotional state?

**W:** They make people feel more anxious.

**R:** They help us with stress.

4. Why isn't it common to see women playing soccer?

**R:** Because they weren't encouraged to.

**W:** Because it's not a sport for women.

After the discussion, remember to congratulate students on their work.

## Other Activities

**Ask and Answer** – First, students work on the picture saying what comes to their mind when they see it. Then, they listen to the model, make the question based on it, listen to an audio to confirm the question they made, and answer it. Check if students have any questions.

**Taking Notes** – Students work on the picture saying how they interpret it. After that, they listen to the text to understand its main idea. Then they listen to the text one more time and complete the summary in their books. Finally, they do the exercise on the Wiz.tab to check their answers. Check if students have any questions.

**There and Around** – For the second part of the story, students work with the same Realia picture they chose in the first Output Lesson. Then they listen to the story and take notes of the important things the characters say. After that, they write their speech based on the Realia and their notes. Clarify any questions students may have.

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

**Wiz.me** – Students are guided to access the **Personal Assistant** to complete the **Homework card** and the **Speaking Practice card** to work on **Pronunciation Practice**. They also have to watch the **There and Around video**, complete the activity in the **Recording card**, and get ready for the next class by doing the **Class Preparation card**.

## LESSON 209

### LEARNING OBJECTIVES

- Can talk about extreme sports.
- Can express wishes and regrets.

### GRAMMAR

- wish + Past Perfect tense;
- if only + Past Perfect tense;
- What if for hypothetical questions;
- wish + could + have + past participle.

## TEACHER SUPPORT | CHECKING SENTENCES

1. If only I had been more committed to my sports career. / less fearless in / more aggressive in
2. I wish I hadn't chickened out on big wave surfing. / extreme sports / climbing
3. If only I had known what his method was. / tactic / game plan
4. She wishes she had won first place. / the prize / the medal
5. He wishes he hadn't trained that hard. / risked so much / been that aggressive
6. What would make you chicken out?

### Other Activities

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

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

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 209**, and work on **Pronunciation Practice** and **Oral Practice**.

## LESSON 210

### REITERATIVE LEARNING OBJECTIVES

- Can talk about extreme sports.
- Can express wishes and regrets.

## TEACHER SUPPORT | STUDENT'S BOOK ACTIVITIES

**Going Beyond** – Students work on the pictures by describing them. Then they listen to two texts and follow them in their book. After that, they are instructed to listen to some questions and think about their answers before discussing the topic later on.

During the Teacher Support, ask students to read the titles, look at the images in their books, and say how they are related. Mention interesting ideas you have heard from the students, while they were working on this activity alone, in order to engage them and boost their confidence. Take into consideration the guided questions from the Wiz.tab:

1. What extreme sport does the man in the first picture practice?
2. What do the safety tests indicate about his attempt?

3. What was the aim of the adventurer in the second picture?
4. Why was her achievement considered so special?

After finishing the practice, compliment students on their improvement.

### Other Activities

**Complete the Sentences** – Students describe the picture out loud. Then they listen and reproduce the model. After that, they complete the sentences out loud. As a wrap-up, they listen to the audio and choose two images that best describe the situation. Check if students have any questions.

**Pronunciation and Intonation** – Students look at the box in their book, then listen and reproduce the sentence paying attention to the highlights. They are given an explanation on sentence intonation and different *-ed* sound at the end of verbs. Then they listen to the sentences in their book and reproduce them out loud. Check if students have any questions.

**There and Around** – For the last part of the story, students work with the same Realia picture they chose in the first Output Lesson. Then they listen to the story and take notes of the important things the characters say. After that, they write their speech based on the Realia and their notes. Clarify any questions students may have.

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

**Wiz.me** – Students are guided to access the **Personal Assistant** to complete the **Homework card** and the **Speaking Practice card** to work on **Pronunciation Practice**. They also have to watch the **There and Around video**, complete the activity in the **Recording card**, and get ready for the next class by accessing the **Dubbing card**, preparing a script, recording it and writing its final version in the **Written Part sheet** of the **Workbook**. To complete the **Review Lesson** preparation, they are also guided to watch the **Pinpoint video** in the **Video card**.

## REVIEW 5

## TEACHER SUPPORT | CHECKING SENTENCES

1. How do you see the relationship between fans and athletes?
2. Are all the great sports players born with special skills or have they trained hard? Why?
3. Why is there so much pressure on sports players/ athletes?

4. Who is the most important player/athlete in your country? Why?
5. Can sports change a person's reality? If so, how?

### Self-assessment

1. What should we invest our time in?
2. What are your life goals?
3. Have you ever tried any extreme sports?

### Other Activities

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

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

**There and Around** – In order to prepare for their presentation, students review the final version of the speech they wrote in the previous Output Lessons and make the adjustments needed, justifying the Realia they chose.

**Wiz.me** – Students are guided to watch the **There and Around video** again and get ready for the next class by doing the **Class Preparation card**.

## LESSON 211

### LEARNING OBJECTIVES

- Can talk about art in general.
- Can discuss issues related to professions in general.
- Can understand and use various phrasal verbs to describe everyday situations.

### GRAMMAR

- non-separable phrasal verbs.

## TEACHER SUPPORT | CHECKING SENTENCES

1. We have been pursuing our objectives of being in politics for years. / fashion / gaming
2. She didn't get a scholarship to study religion abroad. / English / Politics
3. Famous athletes have a high income. / actors / soccer players

4. Is there anything more fulfilling than being successful in your career? Why?
5. She is a very skillful guitar player. / creative / talented
6. He didn't turn into a famous gamer. / actor / guitar player

### Other Activities

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

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

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 211**, and work on **Pronunciation Practice** and **Oral Practice**.

## LESSON 212

### REITERATIVE LEARNING OBJECTIVES

- Can talk about art in general.
- Can discuss issues related to professions in general.
- Can understand and use various phrasal verbs to describe everyday situations.

## TEACHER SUPPORT | STUDENT'S BOOK ACTIVITIES

**Describe and Compare the Pictures** – Students look at the pictures one at a time to describe each, and then compare them. To close the activity, they listen to some questions about the pictures and choose the correct answer on the screen.

During the Teacher Support, discuss the following questions with your students: **a.** Would you pursue a creative career? Why or why not? / **b.** Is it possible to balance a creative career and an office job? Why or why not? / **c.** What are the advantages and disadvantages of pursuing a career in music? / **d.** Why do people consider pursuing a creative career not worthy?

### Other Activities

**Fluency** – Students read the sentences and make the necessary changes according to the model. For correction, they should match the content from the boxes. Check if students have any questions.

**What's the Definition?** – Students describe what they see in the picture. Then they listen and read the content on the screen out loud. After that, they listen to

this content contextualized in a dialogue. In their books, they write the definition of the words/phrases. They check their answers by doing the exercise on the Wiz.tab. Check if students have any questions.

**There and Around** – For the first part of the story, students choose one of the Realia pictures to work on during this and the following Output Lessons. Then they listen to the story and take notes of the important things the characters say. After that, they write their speech based on the Realia and their notes. Clarify any questions students may have.

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

**Wiz.me** – Students are guided to access the **Personal Assistant** to complete the **Homework card** and the **Speaking Practice card** to work on **Pronunciation Practice**. They also have to watch the **There and Around video**, complete the activity in the **Recording card**, and get ready for the next class by doing the **Class Preparation card**.

## LESSON 213

### LEARNING OBJECTIVES

- Can classify and discuss art and social manifestations.
- Can understand and use various phrasal verbs to describe everyday situations.
- Can use conjunctions to connect ideas.

### GRAMMAR

- separable phrasal verbs;
- conjunctions *however, though, and although* to express concession.

## TEACHER SUPPORT | CHECKING SENTENCES

1. He was caught vandalizing stores during the riots. / protests / manifestation
2. You can't see elaborate paintings displayed here. / thought-provoking / street art
3. Do you weigh up the pros and cons before making an important decision? Why or why not?
4. Although not elaborate, his paintings are thought-provoking. / creative / realistic
5. Though my father is old, he is an open-minded person. / active / enthusiastic
6. People don't think over the diverse street art we find around us. / elaborate / creative

## Other Activities

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

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

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 213**, and work on **Pronunciation Practice** and **Oral Practice**.

## LESSON 214

### REITERATIVE LEARNING OBJECTIVES

- Can classify and discuss art and social manifestations.
- Can understand and use various phrasal verbs to describe everyday situations.
- Can use conjunctions to connect ideas.

## TEACHER SUPPORT | STUDENT'S BOOK ACTIVITIES

**Building your Story** – Students listen and reproduce the audio paying attention to the picture in their books. Then they read some sentences with the words or phrases and match them to their corresponding halves to form full sentences and make sure they understand what they mean.

During the Teacher Support, they create a story using the words or phrases in the right and left-hand columns in their books.

After students finish telling their stories, congratulate them on their work.

## Other Activities

**Ask and Answer** – First, students work on the picture saying what comes to their mind when they see it. Then, they listen to the model, make the question based on it, listen to an audio to confirm the question they made, and answer it. Check if students have any questions.

**Focus Listening** – First, students listen to the passage carefully. They listen to the audio a second time to take notes or answer the questions in the spaces provided in their books. Students listen to the audio for the last time to confirm their answers. They check the exercise from the book by doing the exercise on the Wiz.tab. Check if students have any questions.

**There and Around** – For the second part of the story, students work with the same Realia picture they chose in the first Output Lesson. Then they listen to the story and take notes of the important things the characters say. After that, they write their speech based on the Realia and their notes. Clarify any questions students may have.

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

**Wiz.me** – Students are guided to access the **Personal Assistant** to complete the **Homework card** and the **Speaking Practice card** to work on **Pronunciation Practice**. They also have to watch the **There and Around video**, complete the activity in the **Recording card**, and get ready for the next class by doing the **Class Preparation card**.

## LESSON 215

### LEARNING OBJECTIVES

- Can talk about new concepts for cities.
- Can discuss public art displayed in cities.
- Can understand and use various phrasal-prepositional verbs to describe everyday situations.
- Can compare and contrast actions and situations.

### GRAMMAR

- phrasal-prepositional verbs;
- compare and contrast actions and situations with *while* and *whereas*.

## TEACHER SUPPORT | CHECKING SENTENCES

1. They didn't get back to us about the infrastructure project. / urban design / conception
2. What do people living in urbanized areas have to put up with?
3. What are the real problems for people living in slums?
4. She's looking forward to having a fulfilling experience. / standard / diverse
5. I won't dedicate myself to the conception of the project anymore. / urban design / infrastructure
6. How important is urban design for the city citizens?

### Other Activities

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

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

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 215**, and work on **Pronunciation Practice** and **Oral Practice**.

## LESSON 216

### REITERATIVE LEARNING OBJECTIVES

- Can talk about new concepts for cities.
- Can discuss public art displayed in cities.
- Can understand and use various phrasal-prepositional verbs to describe everyday situations.
- Can compare and contrast actions and situations.

## TEACHER SUPPORT | STUDENT'S BOOK ACTIVITIES

**Is it Nonsense?** – Students read the description of the picture and fill in the blanks with the words from the boxes. Then they explore it and start thinking about what can be changed to make sense. They will also listen to the sentences from the Note box on the Teacher's Guide to give them some insights for the discussion.

During the Teacher Support, ask students about their ideas and give yours to make it an interesting discussion. Take into consideration the text from the Wiz.tab: A man is escaping from a museum on fire. He is trying to save what he can, but no one on the street seems to care. Everyone is only worried about themselves.

After finishing the practice, compliment students on their creativity.

### Other Activities

**Complete the Sentences** – Students describe the picture out loud. Then they listen and reproduce the model. After that, they complete the sentences out loud. As a wrap-up, they listen to the audio and choose two images that best describe the situation. Check if students have any questions.

**Pronunciation and Intonation** – Students look at the box in their book, then listen and reproduce the sentence paying attention to the highlights. They are given an explanation on stress for phrasal verbs sentences: non-separable phrasal verbs, separable phrasal verbs, and phrasal-prepositional verbs. Then they listen to the sentences in their book and reproduce

them out loud. Check if students have any questions.

**There and Around** – For the last part of the story, students work with the same Realia picture they chose in the first Output Lesson. Then they listen to the story and take notes of the important things the characters say. After that, they write their speech based on the Realia and their notes. Clarify any questions students may have.

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

**Wiz.me** – Students are guided to access the **Personal Assistant** to complete the **Homework card** and the **Speaking Practice card** to work on **Pronunciation Practice**. They also have to watch the **There and Around video**, complete the activity in the **Recording card**, and get ready for the next class by accessing the **Dubbing card**, preparing a script, recording it and writing its final version in the **Written Part sheet** of the **Workbook**. To complete the **Review Lesson** preparation, they are also guided to watch the **Pinpoint video** in the **Video card**.

## REVIEW 6

### TEACHER SUPPORT | CHECKING SENTENCES

1. What do you think of street art?
2. Do you think street art is a way to revitalize a city? Why or why not?
3. How important is street art for a city?
4. How would you feel if someone used your wall for graffiti?
5. Would you pay an artist to paint your house walls with graffiti? Why or why not?

### Self-assessment

1. How important is vocational guidance to decide on a career?
2. What is your favorite form of street art?
3. What can we do to enhance slum citizens' quality of life?

### Other Activities

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

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

**There and Around** – In order to prepare for their presentation, students review the final version of the speech they wrote in the previous Output Lessons and make the adjustments needed, justifying the Realia they chose.

**Wiz.me** – Students are guided to watch the **There and Around video** again and get ready for the next class by doing the **Class Preparation card**.

## LESSON 217

### LEARNING OBJECTIVES

- Can talk about nurturing body and mind.
- Can talk about different kinds of diets.
- Can use modals to add or change the meaning of verbs in situations related to health habits.

### GRAMMAR

- review of modal verbs and modal verbs in the passive voice.

### TEACHER SUPPORT – CHECKING SENTENCES

1. She couldn't resist the chocolate ice cream. / cake / pie
2. You shouldn't cut down on carbohydrate intake. / chicken / vegetable
3. What ought we to learn about healthy diets?
4. Discipline may not be the only answer to a healthier life. / A makeover / A balanced diet
5. Kids must have nutritive meals. / Athletes / Everyone
6. What can healthy habits lead us to?

### Other Activities

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

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

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 217**, and work on **Pronunciation Practice** and **Oral Practice**.

## LESSON 218

## REITERATIVE LEARNING OBJECTIVES

- Can talk about nurturing body and mind.
- Can talk about different kinds of diets.
- Can use modals to add or change the meaning of verbs in situations related to health habits.

TEACHER SUPPORT |  
STUDENT'S BOOK ACTIVITIES

**Listen, Mark, and Discuss** – Students work on the picture and then they listen to the story. In their book, they mark the false sentence or sentences. They check their answers by doing the exercise on the Wiz.tab.

During the Teacher Support, discuss the three questions from the book with your students: What is your opinion of makeover TV shows? / Do you rely on diets? Why or why not? / What's your opinion on the body positivity movement?

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

## Other Activities

**Fluency** – Students read the sentences and make the necessary changes according to the model. For correction, they should match the content from the boxes. Check if students have any questions.

**Describe and Compare the Pictures** – Students look at the pictures one at a time to describe each, and then compare them. To close the activity, they listen to some questions about the pictures and choose the correct answer on the screen. Check if students have any questions.

**There and Around** – For the first part of the story, students choose one of the Realia pictures to work on during this and the following Output Lessons. Then they listen to the story and take notes of the important things the characters say. After that, they write their speech based on the Realia and their notes. Clarify any questions students may have.

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

**Wiz.me** – Students are guided to access the **Personal Assistant** to complete the **Homework card** and the **Speaking Practice card** to work on **Pronunciation Practice**. They also have to watch the **There and Around video**, complete the activity in the **Recording card**, and get ready for the next class by doing the **Class Preparation card**.

## LESSON 219

## LEARNING OBJECTIVES

- Can analyze and discuss different alternative treatments for diseases.
- Can talk about alternatives for the health of body and mind.
- Can describe hypothetical situations.

## GRAMMAR

- modal verbs in Present Perfect tense.

TEACHER SUPPORT |  
CHECKING SENTENCES

1. I should have looked for another professional. / doctor / treatment
2. Some people believe that we could be healed through meditation. / herbal tea / faith
3. I don't think an ointment could have helped your itchy skin. / pinkeye / sunburn
4. You couldn't have used different ingredients to prepare the tea. / salad / meal
5. They said faith made them get over a family problem. / disease / that obstacle
6. Do you believe in the use of healing plants? Why or why not?

## Other Activities

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

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

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 219**, and work on **Pronunciation Practice** and **Oral Practice**.

## LESSON 220

## REITERATIVE LEARNING OBJECTIVES

- Can analyze and discuss different alternative treatments for diseases.
- Can talk about alternatives for the health of body and mind.
- Can describe hypothetical situations.

## TEACHER SUPPORT | STUDENT'S BOOK ACTIVITIES

**Food for Thought** – Students look at the picture, describe what they see, and answer some questions about it on the Wiz.tab. Then they are instructed to listen to the Student's Book questions and think about the answers: **a.** What medical approach does this treatment consider? / **b.** Does it work? Why? / **c.** What's the importance of believing in the treatment during a process of healing? / **d.** How dangerous is taking over-the-counter medicine?

During the Teacher Support, discuss these questions with your students. Take into consideration the guided questions and their answers from the Wiz.tab:

- There are many different medical approaches for pains or diseases. Which of them is going to be discussed according to the picture?

**R:** placebo effect

**W:** acupuncture

- The placebo effect is about positive thinking and also believing that a treatment or procedure will heal your body.

**R:** True

**W:** False

- What is an example of over-the-counter medication?

**R:** Common painkillers found in drugstores.

**W:** Specific drugs for a treatment or health condition.

- What can over-the-counter medications cause?

**R:** They can cause health problems.

**W:** There is no risk in taking them.

After the discussion, remember to congratulate students on their work.

## Other Activities

**Ask and Answer** – First, students work on the picture saying what comes to their mind when they see it. Then, they listen to the model, make the question based on it, listen to an audio to confirm the question they made, and answer it. Check if students have any questions.

**Taking Notes** – Students work on the picture saying how they interpret it. After that, they listen to the text to understand its main idea. Then they listen to the text one more time and complete the summary in their books. Finally, they do the exercise on the Wiz.tab to check their answers. Check if students have any questions.

**There and Around** – For the second part of the story, students work with the same Realia picture they chose in the first Output Lesson. Then they listen to the story

and take notes of the important things the characters say. After that, they write their speech based on the Realia and their notes. Clarify any questions students may have.

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

**Wiz.me** – Students are guided to access the **Personal Assistant** to complete the **Homework card** and the **Speaking Practice card** to work on **Pronunciation Practice**. They also have to watch the **There and Around video**, complete the activity in the **Recording card**, and get ready for the next class by doing the **Class Preparation card**.

## LESSON 221

### LEARNING OBJECTIVES

- Can describe a fitness lifestyle.
- Can use language to express causation and consequence.
- Can describe goals and achievements related to exercising.

### GRAMMAR

- due to* and *owing to* to express causation and consequence.

## TEACHER SUPPORT | CHECKING SENTENCES

- Why is it difficult for people to accept there is not a "right" type of body?
- My disposition has increased due to my training buddy. / the instructor's method / the coach's tactics
- Owing to his carbohydrate intake, he wasn't given a clean bill of health. / sedentary life / lack of workout
- What do you do to work stress off?
- We'd better raise awareness about the importance of workouts. / setting goals / mental health
- We do circuits to build muscles. / get stronger / burn calories

## Other Activities

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

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

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 221**, and work on **Pronunciation Practice** and **Oral Practice**.

### LESSON 222

#### REITERATIVE LEARNING OBJECTIVES

- Can describe a fitness lifestyle.
- Can use language to express causation and consequence.
- Can describe goals and achievements related to exercising.

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

**Going Beyond** – Students work on the pictures by describing them. Then they listen to two texts and follow them in their book. After that, they are instructed to listen to some questions and think about their answers before discussing the topic later on.

During the Teacher Support, ask students to read the titles, look at the images in their books, and say how they are related. Mention interesting ideas you have heard from the students, while they were working on this activity alone, in order to engage them and boost their confidence. Take into consideration the guided questions from the Wiz.tab:

1. What does the headline “Forget standing desks” mean?
2. What does the author of the first article suggest?
3. What are the most common excuses for not exercising?
4. What does the author of the second article suggest?

After finishing the practice, compliment students on their improvement.

#### Other Activities

**Complete the Sentences** – Students describe the picture out loud. Then they listen and reproduce the model. After that, they complete the sentences out loud. As a wrap-up, they listen to the audio and choose two images that best describe the situation. Check if students have any questions.

**Pronunciation and Intonation** – Students look at the box in their book, then listen and reproduce the sentence paying attention to the highlights. They are given the explanation on the different pronunciation of the contractions and -ed sound at the end of verbs.

Then they listen to the sentences in their book and reproduce them out loud. Check if students have any questions.

**There and Around** – For the last part of the story, students work with the same Realia picture they chose in the first Output Lesson. Then they listen to the story and take notes of the important things the characters say. After that, they write their speech based on the Realia and their notes. Clarify any questions students may have.

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

**Wiz.me** – Students are guided to access the **Personal Assistant** to complete the **Homework card** and the **Speaking Practice card** to work on **Pronunciation Practice**. They also have to watch the **There and Around video**, complete the activity in the **Recording card**, and get ready for the next class by accessing the **Dubbing card**, preparing a script, recording it and writing its final version in the **Written Part sheet** of the **Workbook**. To complete the **Review Lesson** preparation, they are also guided to watch the **Pinpoint video** in the **Video card**.

### REVIEW 7

#### TEACHER SUPPORT | CHECKING SENTENCES

1. Why is some people's goal to have a certain body shape?
2. How is it possible to have a healthy lifestyle living with a busy routine?
3. Are people less healthy today than in the past? Why or why not?
4. What is your opinion about diets?
5. Are people conscious of the harm caused by a sedentary life? Why or why not?

#### Self-assessment

1. What are the consequences of constant junk food consumption?
2. What do you think of alternative medicine?
3. How do you set the mood for physical activities?

#### Other Activities

**Self-assessment in the Student's Book** – This section will be completed on the Wiz.tab. Check the faces they marked according to the can-do statements. Then ask them if they have any questions and what they need to do to improve their learning. Also, use this moment and pieces of information to prepare a review of these

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

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

**There and Around** – In order to prepare for their presentation, students review the final version of the speech they wrote in the previous Output Lessons and make the adjustments needed, justifying the Realia they chose.

**Wiz.me** – Students are guided to watch the **There and Around video** again and get ready for the next class by doing the **Class Preparation card**.

## LESSON 223

### LEARNING OBJECTIVES

- Can talk about what's on streaming.
- Can discuss movies.
- Can use sense verbs to describe things, reactions, and situations.

### GRAMMAR

- structure *it + seems / appears / looks like (that)*;
- review of sense verbs.

## TEACHER SUPPORT | CHECKING SENTENCES

1. It seems that the movie will be available in July. / sitcom / teaser
2. It doesn't look like it's a family-friendly movie. / thriller / comedy
3. It doesn't seem like a time-consuming activity. / job / profession
4. He slept through the movie. / documentary / sitcom
5. What kind of content can you find on VOD platforms?
6. That movie hasn't influenced the way I think about our society. / sitcom / book

### Other Activities

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

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

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related

to **Lesson 223**, and work on **Pronunciation Practice** and **Oral Practice**.

## LESSON 224

### REITERATIVE LEARNING OBJECTIVES

- Can talk about what's on streaming.
- Can discuss movies.
- Can use sense verbs to describe things, reactions, and situations.

## TEACHER SUPPORT | STUDENT'S BOOK ACTIVITIES

**Describe and Compare the Pictures** – Students look at the pictures one at a time to describe each, and then compare them. To close the activity, they listen to some questions about the pictures and choose the correct answer on the screen.

During the Teacher Support, discuss the following questions with your students:

- a. Would you rather watch movies on streaming or at a movie theater? /
- b. How does streaming influence the movie industry? /
- c. What are the advantages and disadvantages of watching movies on streaming? /
- d. How has streaming changed the way we entertain ourselves?

### Other Activities

**Fluency** – Students read the sentences and make the necessary changes according to the model. For correction, they should match the content from the boxes. Check if students have any questions.

**What's the Definition?** – Students describe what they see in the picture. Then they listen and read the content on the screen out loud. After that, they listen to this content contextualized in a dialogue. In their books, they write the definition of the words/phrases. They check their answers by doing the exercise on the Wiz.tab. Check if students have any questions.

**There and Around** – For the first part of the story, students choose one of the Realia pictures to work on during this and the following Output Lessons. Then they listen to the story and take notes of the important things the characters say. After that, they write their speech based on the Realia and their notes. Clarify any questions students may have.

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

**Wiz.me** – Students are guided to access the **Personal Assistant** to complete the **Homework card** and the

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

## LESSON 225

### LEARNING OBJECTIVES

- Can give and understand a personal interpretation of movies, series, or plays.
- Can express how they feel when watching a movie or series.
- Can reproduce rumors.
- Can give stress and emphasis on information they deliver.

### GRAMMAR

- auxiliary verbs *do*, *does*, and *did* for stress or emphasis;
- *to hear that* + complement clause to talk about rumors.

## TEACHER SUPPORT | CHECKING SENTENCES

1. What I did like was the plot. / cast / acting
2. His acting didn't blow me away. / leading role / sequel
3. What series or movie have you found dull? Why?
4. I can't wait to watch this series. / to binge-watch / to end watching
5. What is the worst movie you have ever watched? Why?
6. I did like his performance in that movie. / acting / supporting role

### Other Activities

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

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

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 225**, and work on **Pronunciation Practice** and **Oral Practice**.

## LESSON 226

### REITERATIVE LEARNING OBJECTIVES

- Can give and understand a personal interpretation of movies, series, or plays.
- Can express how they feel when watching a movie or series.
- Can reproduce rumors.
- Can give stress and emphasis on information they deliver.

## TEACHER SUPPORT | STUDENT'S BOOK ACTIVITIES

**Building your Story** – Students listen and reproduce the audio paying attention to the picture in their books. Then they read some sentences with the words or phrases and match them to their corresponding halves to form full sentences and make sure they understand what they mean. They should reproduce these sentences out loud.

During the Teacher Support, they create a story using the words or phrases in the right and left-hand columns in their books.

After students finish telling their stories, congratulate them on their work.

### Other Activities

**Ask and Answer** – First, students work on the picture saying what comes to their mind when they see it. Then, they listen to the model, make the question based on it, listen to the audio to confirm the question they made, and answer it. Check if students have any questions.

**Focus Listening** – First, students listen to the passage carefully. They listen to the audio a second time to take notes or answer the questions in the spaces provided in their books. Students listen to the audio for the last time to confirm their answers. They check the exercise from the book by doing the exercise on the Wiz.tab. Check if students have any questions.

**There and Around** – For the second part of the story, students work with the same Realia picture they chose in the first Output Lesson. Then they listen to the story and take notes of the important things the characters say. After that, they write their speech based on the Realia and their notes. Clarify any questions students may have.

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

**Wiz.me** – Students are guided to access the **Personal Assistant** to complete the **Homework card** and the **Speaking Practice card** to work on **Pronunciation Practice**. They also have to watch the **There and Around video**, complete the activity in the **Recording card**, and get ready for the next class by doing the **Class Preparation card**.

## LESSON 227

### LEARNING OBJECTIVES

- Can discuss movies, books, or plays.
- Can say sentences giving emphasis on new information.
- Can use passive reporting structures to report information in a formal way.

### GRAMMAR

- cleft sentences;
- structure *it's + thought / believed / considered + that + complement.*

## TEACHER SUPPORT | CHECKING SENTENCES

1. I'm not really into e-books. / paperback books / hardback books
2. It's not thought that teenagers have a hard time reading that novel. / autobiography / genre
3. She has never stayed up all night reading. / torn through a book in a day / been engrossed in reading
4. Novels are what I enjoy reading. / Autobiographies / Horror books
5. What is it that you like reading and why?
6. People are believed to be engrossed in reading paperback books. / e-books / hardback books

### Other Activities

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

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

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 227**, and work on **Pronunciation Practice** and **Oral Practice**.

## LESSON 228

### REITERATIVE LEARNING OBJECTIVES

- Can discuss movies, books, or plays.
- Can say sentences giving emphasis on new information.
- Can use passive reporting structures to report information in a formal way.

## TEACHER SUPPORT | STUDENT'S BOOK ACTIVITIES

**Is it Nonsense?** – Students read the description of the picture and fill in the blanks with the words from the boxes. Then they explore it and start thinking about what can be changed to make sense. They will also listen to the sentences from the Note box in the Teacher's Guide to give them some insights for the discussion.

During the Teacher Support, ask students about their ideas and give yours to make it an interesting discussion. Take into consideration the text from the Wiz.tab: A middle-aged man is holding a book on fire in a library that is also on fire. A tall, angry man is behind him, grabbing him by the shoulder. The fire is getting closer to them, but they don't seem to be worried about that.

After finishing the practice, compliment students on their creativity.

### Other Activities

**Complete the Sentences** – Students describe the picture out loud. Then they listen and reproduce the model. After that, they complete the sentences out loud. As a wrap-up, they listen to the audio and choose two images that best describe the situation. Check if students have any questions.

**Pronunciation and Intonation** – Students look at the box in their book, then listen and reproduce the sentence paying attention to the highlights. They are given an explanation on using rising and falling intonation in sentences. Then they listen to the sentences in their book and reproduce them out loud. Check if students have any questions.

**There and Around** – For the last part of the story, students work with the same Realia picture they chose in the first Output Lesson. Then they listen to the story and take notes of the important things the characters say. After that, they write their speech based on the Realia and their notes. Clarify any questions students may have.

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

**Wiz.me** – Students are guided to access the **Personal Assistant** to complete the **Homework card** and the **Speaking Practice card** to work on **Pronunciation Practice**. They also have to watch the **There and Around video**, complete the activity in the **Recording card**, and get ready for the next class by accessing the **Dubbing card**, preparing a script, recording it and writing its final version in the **Written Part sheet of the Workbook**. To complete the **Review Lesson** preparation, they are also guided to watch the **Pinpoint video** in the **Video card**.

## REVIEW 8

### TEACHER SUPPORT | CHECKING SENTENCES

1. What book was adapted into an excellent movie? Why?
2. Who is Steven Spielberg and what is he famous for?
3. Have you ever read a book influenced by its movie?
4. In your opinion, why are books and movies different languages?
5. What book/movie would you recommend reading/watching? Why?

### Self-assessment

1. How do you like to use streaming platforms?
2. Do you think people will ever stop reading paperbacks?
3. In your opinion, what is the best family-friendly movie?

### Other Activities

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

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

**There and Around** – In order to prepare for their presentation, students review the final version of the speech they wrote in the previous Output Lessons and make the adjustments needed, justifying the Realia they chose.

**Wiz.me** – Students are guided to watch the **There and Around video** again and get ready for the next class by doing the **Class Preparation card**.

## LESSON 229

### LEARNING OBJECTIVES

- Can discuss food relationships with people.
- Can interpret how food affects interactions among people.
- Can make requests in a polite and soft way.
- Can use verbs to give cooking instructions.

### GRAMMAR

- verbs *think, believe, wonder*, and modal verbs *could* and *would* to make requests;
- *will + infinitive* for orders and instructions;
- review of Imperative.

### TEACHER SUPPORT | CHECKING SENTENCES

1. We'd rather have a home-cooked dinner tonight. / would prefer to / would like to
2. He was overwhelmed by the Italian cuisine. / dough / recipe
3. What are the drawbacks of having food restrictions?
4. The picture of this pork gives us a glimpse of their menu. / service / dishes
5. I would not put anything else in this sauce. / salad / dough
6. He is not eclectic enough to try this pie. / recipe / soup

### Other Activities

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

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

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 229**, and work on **Pronunciation Practice** and **Oral Practice**.

## LESSON 230

## REITERATIVE LEARNING OBJECTIVES

- Can discuss food relationships with people.
- Can interpret how food affects interactions among people.
- Can make requests in a polite and soft way.
- Can use verbs to give cooking instructions.

TEACHER SUPPORT |  
STUDENT'S BOOK ACTIVITIES

**Listen, Mark, and Discuss** – Students work on the picture and then they listen to the story. In their book, they mark the false sentence or sentences. They check their answers by doing the exercise on the Wiz.tab.

During the Teacher Support, discuss the three questions from the book with your students: Would you have a YouTube™ channel with friends? Why or why not? / What benefits could this channel bring to its subscribers? / How would you approach a friend who is going through a difficult time in life?

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

## Other Activities

**Fluency** – Students read the sentences and make the necessary changes according to the model. For correction, they should match the content from the boxes. Check if students have any questions.

**Describe and Compare the Pictures** – Students look at the pictures one at a time to describe each, and then compare them. To close the activity, they listen to some questions about the pictures and choose the correct answer on the screen. Check if students have any questions.

**There and Around** – For the first part of the story, students choose one of the Realia pictures to work on during this and the following Output Lessons. Then they listen to the story and take notes of the important things the characters say. After that, they write their speech based on the Realia and their notes. Clarify any questions students may have.

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

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

**Practice**. They also have to watch the **There and Around video**, complete the activity in the **Recording card**, and get ready for the next class by doing the **Class Preparation card**.

## LESSON 231

## LEARNING OBJECTIVES

- Can discuss eating habits.
- Can describe actions that happened after something else.
- Can mention actions that started in the past and continued up until another past time.
- Can use idioms for various situations.

## GRAMMAR

- Past Perfect Continuous;
- *as soon as* with Simple Past and Past Perfect tense.

TEACHER SUPPORT |  
CHECKING SENTENCES

1. I had been looking for organic food for a long time when I found this store. / free-range eggs / this ingredient
2. By switching to a healthier diet, you will control your cholesterol. / taking medicine / eating better
3. I had not been working with seasonal products for many years. / non-organic / whole-grain
4. People were so hungry that they pigged out on the food we served. / dishes / pastries
5. I haven't bought any ready-made meals this week. / whole-grain food / organic food
6. How would you whip someone up to have more nutritious food?

## Other Activities

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

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

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 231**, and work on **Pronunciation Practice** and **Oral Practice**.

## LESSON 232

## REITERATIVE LEARNING OBJECTIVES

- Can discuss eating habits.
- Can describe actions that happened after something else.
- Can mention actions that started in the past and continued up until another past time.
- Can use idioms for various situations.

TEACHER SUPPORT |  
STUDENT'S BOOK ACTIVITIES

**Food for Thought** – Students look at the picture, describe what they see, and answer some questions about it on the Wiz.tab. Then they are instructed to listen to the Student's Book questions and think about the answers: **a.** Considering the statement, what questions would you raise? / **b.** What's your opinion on this kind of meat? Justify your answer. / **c.** Would you eat it? Why or why not? / **d.** Would you consider becoming a vegan or a vegetarian? Why or why not?

During the Teacher Support, discuss these questions with your students. Take into consideration the guided questions and their answers from the Wiz.tab:

1. What do you see in the picture?  
**R:** Meat grown in a lab.  
**W:** The development of a new drug.
2. What's one of the main reasons for growing this kind of meat?  
**R:** To avoid the slaughter of animals.  
**W:** To develop meat with more protein.
3. How can lab-grown meat help the environment?  
**W:** It can increase greenhouse gas emissions.  
**R:** It can reduce greenhouse gas emissions.
4. The headline suggests that the consumption of this type of meat will increase. What does it recommend that we do?  
**R:** That we start weighing up the pros and cons.  
**W:** That people become more open-minded about it.

After the discussion, remember to congratulate students on their work.

## Other Activities

**Ask and Answer** – First, students work on the picture saying what comes to their mind when they see it. Then, they listen to the model, make the question based on it, listen to an audio to confirm the question they made, and answer it. Check if students have any questions.

**Taking Notes** – Students work on the picture saying how they interpret it. After that, they listen to the text to understand its main idea. Then they listen to the text one more time and complete the summary in their books. Finally, they do the exercise on the Wiz.tab to check their answers. Check if students have any questions.

**There and Around** – For the second part of the story, students work with the same Realia picture they chose in the first Output Lesson. Then they listen to the story and take notes of the important things the characters say. After that, they write their speech based on the Realia and their notes. Clarify any questions students may have.

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

**Wiz.me** – Students are guided to access the **Personal Assistant** to complete the **Homework card** and the **Speaking Practice card** to work on **Pronunciation Practice**. They also have to watch the **There and Around video**, complete the activity in the **Recording card**, and get ready for the next class by doing the **Class Preparation card**.

## LESSON 233

## LEARNING OBJECTIVES

- Can discuss topics related to food processing.
- Can explain the cons of certain food intake.
- Can express negative purpose using fixed expressions.
- Can use a few fixed expressions to describe everyday situations.

## GRAMMAR

- negative purpose with *so as not to* and *in order not to*.

TEACHER SUPPORT |  
CHECKING SENTENCES

1. Most ready-made meals are nutrient-poor. / inedible / tasteless
2. You shouldn't be eating food with so many additives. / preservatives / so much bacon
3. In order not to have additives intake, natural ingredients were added. / nutrient-poor / bad cholesterol
4. Most processed food seems to be tasty. / ready-made meals / fast food
5. Would you hold a debate on meat consumption? Why or why not?

6. Doctors lash out at nutrient-poor dishes. / convenience food consumption / high meat consumption

## Other Activities

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

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

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 233**, and work on **Pronunciation Practice** and **Oral Practice**.

## LESSON 234

### REITERATIVE LEARNING OBJECTIVES

- Can discuss topics related to food processing.
- Can explain the cons of certain food intake.
- Can express negative purpose using fixed expressions.
- Can use a few fixed expressions to describe everyday situations.

## TEACHER SUPPORT | STUDENT'S BOOK ACTIVITIES

**Going Beyond** – Students work on the pictures by describing them. Then they listen to two texts and follow them in their book. After that, they are instructed to listen to some questions and think about their answers before discussing the topic later on.

During the Teacher Support, ask students to read the titles, look at the images in their books, and say how they are related. Mention interesting ideas you have heard from the students, while they were working on this activity alone, in order to engage them and boost their confidence. Take into consideration the guided questions from the Wiz.tab:

1. What are the things that can be done to avoid eating ultra-processed food?
2. What can be done to avoid the risk of heart disease?
3. What are some examples of a high sugar diet?
4. What can be done in case of high stress?

After finishing the practice, compliment students on their improvement.

## Other Activities

**Complete the Sentences** – Students describe the picture out loud. Then they listen and reproduce the model. After that, they complete the sentences out loud. As a wrap-up, they listen to the audio and choose two images that best describe the situation. Check if students have any questions.

**Pronunciation and Intonation** – Students look at the box in their book, then listen and reproduce the sentence paying attention to the highlights. They are given an explanation on sentence intonation and different -ed sounds of the verbs. Then they listen to the sentences in their book and reproduce them out loud. Check if students have any questions.

**There and Around** – For the last part of the story, students work with the same Realia picture they chose in the first Output Lesson. Then they listen to the story and take notes of the important things the characters say. After that, they write their speech based on the Realia and their notes. Clarify any questions students may have.

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

**Wiz.me** – Students are guided to access the **Personal Assistant** to complete the **Homework card** and the **Speaking Practice card** to work on **Pronunciation Practice**. They also have to watch the **There and Around video**, complete the activity in the **Recording card**, and get ready for the next class by accessing the **Dubbing card**, preparing a script, recording it and writing its final version in the **Written Part sheet** of the **Workbook**. To complete the **Review Lesson** preparation, they are also guided to watch the **Pinpoint video** in the **Video card**.

## REVIEW 9

## TEACHER SUPPORT | CHECKING SENTENCES

1. How big is the problem of food waste in your city/country?
2. What could be done to make people more conscious about not wasting food?
3. What do you do to enable the best use of food at your house?
4. In your opinion, what could be done to increase food productivity for the world population by 2050?
5. What benefits can be found while being a volunteer?

## Self-assessment

1. Are your eating habits eclectic?
2. What do you think of meat consumption?
3. What have you learned about processed food?

## Other Activities

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

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

**There and Around** – In order to prepare for their presentation, students review the final version of the speech they wrote in the previous Output Lessons and make the adjustments needed, justifying the Realia they chose.

**Wiz.me** – Students are guided to watch the **There and Around video** again and get ready for the next class by doing the **Class Preparation card**.

## LESSON 235

### LEARNING OBJECTIVES

- Can describe and compare different lifestyles.
- Can explain how some situations affect someone's mental and physical health.
- Can give people suggestions and recommendations.
- Can report speech related to actions that happened and finished in the past.

### GRAMMAR

- verbs of advice and recommendation with noun phrases and verbs in the infinitive;
- reported speech: from Simple Past to Past Perfect.

## TEACHER SUPPORT | CHECKING SENTENCES

1. I told you not to get attached to this house. / position / family
2. He told me that he had had a breakdown because of his job. / parents / children
3. Do you consider yourself to be a resilient person? Why or why not?

4. She has dropped out of school because she had burnout. / a lot on her plate / a breakdown
5. He told me that he had apologized to her. / written / talked
6. I shouldn't have forgotten to attach the pictures to the e-mail! / reports / files

## Other Activities

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

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

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 235**, and work on **Pronunciation Practice** and **Oral Practice**.

## LESSON 236

### REITERATIVE LEARNING OBJECTIVES

- Can describe and compare different lifestyles.
- Can explain how some situations affect someone's mental and physical health.
- Can give people suggestions and recommendations.
- Can report speech related to actions that happened and finished in the past.

## TEACHER SUPPORT | STUDENT'S BOOK ACTIVITIES

**Describe and Compare the Pictures** – Students look at the pictures one at a time to describe each, and then compare them. To close the activity, they listen to some questions about the pictures and choose the correct answer on the screen.

During the Teacher Support, discuss the following questions with your students: **a.** Which of the pictures best describes your lifestyle? Give examples. / **b.** What are the advantages and disadvantages of each lifestyle? / **c.** What are the advantages and disadvantages of a busy life in a big city? / **d.** What would you recommend that people do to stress out less?

## Other Activities

**Fluency** – Students read the sentences and make the necessary changes according to the model. For correction, they should match the content from the boxes. Check if students have any questions.

**What's the Definition?** – Students describe what they see in the picture. Then they listen and read the content on the screen out loud. After that, they listen to this content contextualized in a dialogue. In their books, they write the definition of the words/phrases. They check their answers by doing the exercise on the Wiz.tab. Check if students have any questions.

**There and Around** – For the first part of the story, students choose one of the Realia pictures to work on during this and the following Output Lessons. Then they listen to the story and take notes of the important things the characters say. After that, they write their speech based on the Realia and their notes. Clarify any questions students may have.

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

**Wiz.me** – Students are guided to access the **Personal Assistant** to complete the **Homework card** and the **Speaking Practice card** to work on **Pronunciation Practice**. They also have to watch the **There and Around video**, complete the activity in the **Recording card**, and get ready for the next class by doing the **Class Preparation card**.

## LESSON 237

### LEARNING OBJECTIVES

- Can name a few parenting styles and challenges of modern parenting.
- Can make comparisons between two actions or two things.
- Can use chunks of language to make conditional clauses.
- Can identify and discuss the benefits of education styles.
- Can report speech related to actions that happened in the past which have consequences in the present.

### GRAMMAR

- complex comparisons between verb or noun phrases;
- reported speech: from Present Perfect to Past Perfect.

## TEACHER SUPPORT | CHECKING SENTENCES

1. He told me his father had allowed him to travel with his friends. / go out / train on weekends
2. What can parents do when kids are being picky?
3. Being open-minded is as important as being well-informed. / up-to-date / tolerant

4. Allow your kids to use social media as long as you control their screen time. / provided that / on condition that
5. He told us he had never neglected his family's needs. / wife's / kids'
6. Let's leave this decision up in the air until the next meeting. / class / conference

## Other Activities

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

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

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 237**, and work on **Pronunciation Practice** and **Oral Practice**.

## LESSON 238

### REITERATIVE LEARNING OBJECTIVES

- Can name a few parenting styles and challenges of modern parenting.
- Can make comparisons between two actions or two things.
- Can use chunks of language to make conditional clauses.
- Can identify and discuss the benefits of education styles.
- Can report speech related to actions that happened in the past which have consequences in the present.

## TEACHER SUPPORT | STUDENT'S BOOK ACTIVITIES

**Building your Story** – Students listen and reproduce the audio paying attention to the picture in their books. Then they read some sentences with the words or phrases and match them to their corresponding halves to form full sentences and make sure they understand what they mean. They should reproduce these sentences out loud.

During the Teacher Support, they create a story using the words or phrases in the right and left-hand columns in their books.

After students finish telling their stories, congratulate them on their work.

## Other Activities

**Ask and Answer** – First, students work on the picture saying what comes to their mind when they see it. Then, they listen to the model, make the question based on it, listen to an audio to confirm the question they made, and answer it. Check if students have any questions.

**Focus Listening** – First, students listen to the passage carefully. They listen to the audio a second time to take notes or answer the questions in the spaces provided in their books. Students listen to the audio for the last time to confirm their answers. They check the exercise from the book by doing the exercise on the Wiz.tab. Check if students have any questions.

**There and Around** – For the second part of the story, students work with the same Realia picture they chose in the first Output Lesson. Then they listen to the story and take notes of the important things the characters say. After that, they write their speech based on the Realia and their notes. Clarify any questions students may have.

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

**Wiz.me** – Students are guided to access the **Personal Assistant** to complete the **Homework card** and the **Speaking Practice card** to work on **Pronunciation Practice**. They also have to watch the **There and Around video**, complete the activity in the **Recording card**, and get ready for the next class by doing the **Class Preparation card**.

## LESSON 239

### LEARNING OBJECTIVES

- Can discuss issues related to lifestyle and different types of relationships.
- Can use expressions to describe the state of a relationship.
- Can report actions that will have finished sometime in the future.

### GRAMMAR

- reported speech for Future Perfect.

## TEACHER SUPPORT | CHECKING SENTENCES

1. This relationship is quite good for us. / harmful / disrespectful

2. Should we be more supportive of our family and friends? Why or why not?
3. You must not take the blame. He was unsympathetic. / disrespectful / judgmental
4. He said he won't have talked to his boss by Friday. / next week / tomorrow
5. What will you have accomplished by the end of the week?
6. We got off on the wrong foot because they were very judgmental. / cold / disrespectful

## Other Activities

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

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

**Wiz.me** – Students are guided to access their **Personal Assistant**, go to the **Speaking Practice card** related to **Lesson 239**, and work on **Pronunciation Practice** and **Oral Practice**.

## LESSON 240

### REITERATIVE LEARNING OBJECTIVES

- Can discuss issues related to lifestyle and different types of relationships.
- Can use expressions to describe the state of a relationship.
- Can report actions that will have finished sometime in the future.

## TEACHER SUPPORT | STUDENT'S BOOK ACTIVITIES

**Is it Nonsense?** – Students read the description of the picture and fill in the blanks with the words from the boxes. Then they explore it and start thinking about what can be changed to make sense. They will also listen to the sentences from the Note box in the Teacher's Guide to give them some insights for the discussion.

During the Teacher Support, ask students about their ideas and give yours to make it an interesting discussion. Take into consideration the text from the Wiz.tab: A woman who looks upset and angry is arguing with a man who doesn't seem to care about what she's saying. People around them enjoy what they're seeing and are doing nothing to calm them down. In fact, a disrespectful man is recording the scene. This video will probably have gone viral by the end of the day.

After finishing the practice, compliment students on their creativity.

## Other Activities

**Complete the Sentences** – Students describe the picture out loud. Then they listen and reproduce the model. After that, they complete the sentences out loud. As a wrap-up, they listen to the audio and choose two images that best describe the situation. Check if students have any questions.

**Pronunciation and Intonation** – Students look at the box in their book, then listen and reproduce the sentence paying attention to the highlights. They are given an explanation on linking sounds. Then they listen to the sentences in their book and reproduce them out loud. Check if students have any questions.

**There and Around** – For the last part of the story, students work with the same Realia picture they chose in the first Output Lesson. Then they listen to the story and take notes of the important things the characters say. After that, they write their speech based on the Realia and their notes. Clarify any questions students may have.

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

**Wiz.me** – Students are guided to access the **Personal Assistant** to complete the **Homework card** and the **Speaking Practice card** to work on **Pronunciation Practice**. They also have to watch the **There and Around video**, complete the activity in the **Recording card**, and get ready for the next class by accessing the **Dubbing card**, preparing a script, recording it and writing its final version in the **Written Part sheet** of the **Workbook**. To complete the **Review Lesson** preparation, they are also guided to watch the **Pinpoint video** in the **Video card**.

## REVIEW 10

### TEACHER SUPPORT | CHECKING SENTENCES

1. Do you believe that screen time affects only children and teens? Why or why not?
2. What are the dangers of excessive screen time?
3. Do you think parents should avoid their children being on social media? Why or why not?
4. How old were you when you had your first social media profile? What social media was that?
5. What are the dangers of letting teenagers share sensitive data about themselves on the Internet?

## Self-assessment

1. What are the advantages of being an easy-going person?
2. How do you deal or how have you dealt with academic pressure?
3. Are you more judgmental when you are around your friends? Why or why not?

## Other Activities

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

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

**There and Around** – In order to prepare for their presentation, students review the final version of the speech they wrote in the previous Output Lessons and make the adjustments needed, justifying the Realia they chose.

**Wiz.me** – Students are guided to watch the **There and Around video** again.