Table of Contents

	Scope and Sequence 2
	Welcome 4
unit	Lots to Do
unit 2	Follow the Rules
unit 3	Shopping for a Pet
	Review 1
unit 4	A Wonderful Vacation!
unit	Amazing Safari Animals 48
unit 6	Going to the Doctor
	Review 2
unit 7	Getting Around Town70
unit 8	Going on a Trip
unit 9	This Weekend
	Review 3
	Workbook Answers

Scope and Sequence

Welcome

Characters: Steven, Clare, Alex, Brian, Emma **Time, countries, and nationalities**

Unit	Title	Learning Points	Vocabulary
1	Lots to Do	 Places around town Talking about activities one has to do 	Things to do: buy groceries, get a haircut, get medicine, get tickets, look for a book, mail a letter, pay a bill, return clothes Places around the neighborhood: bank, bookstore, department store, hairdresser, pharmacy, post office, supermarket, theater
2	Follow the Rules	 Rules in public places Saying what you must or must not do and what you may or may not do 	Activities at a library: bring a library card, listen to the librarian, return books on time, shout, sit on a desk, take photos, turn off the phone, wear headphones Activities at a museum: bring my bag inside, chew gum, climb on the sculptures, have food and drinks, sketch pictures, take notes, touch the art, use a video camera
3	Shopping for a Pet	 Kinds of pets Describing animals and preferences 	Pets: goldfish, kitten, lizard, parrot, puppy, rabbit, snake, turtle Adjectives: active, clever, cute, easy to care for, friendly, playful, quiet, soft
4	A Wonderful Vacation!	 Vacation and leisure activities Talking about future plans 	Vacation activities: build a sandcastle, buy souvenirs, fly on an airplane, go fishing, go on a cruise, go surfing, go to an amusement park, play in a swimming pool, relax on the beach, sail on a boat, stay at a hotel, swim in the ocean, take a tour, visit a castle, visit a museum, watch a musical
5	Amazing Safari Animals	 Safari animals Comparing animals using adjectives and adverbs 	Safari animals: buffalo, cheetah, giraffe, hippo, lion, monkey, rhino, tiger Adjectives: hairy, heavy, short, strong Adverbs: noisily, quickly, silently, slowly
6	Going to the Doctor	 Health problems Giving advice 	Ailments: broken arm, bruise, cold, cough, fever, headache, runny nose, stomachache Advice: call an ambulance, drink liquids, get some rest, go to the doctor, put ice on, put on a bandage, take care of, take medicine
7	Getting Around Town	 Transportation Asking what time something happens and how long something takes 	Transportation: bicycle, bus, ferry, helicopter, motorcycle, on foot, subway, taxi, train, van Places: café, ticket office Verbs: arrive, close, leave, open
8	Going on a Trip	 Vacation activities Describing a past trip 	Vacation activities: explore a cave, feed a dolphin, make a campfire, roast marshmallows, ride a horse, see some animals, sleep in a tent, stay at home Adjectives: boring, exciting, interesting, scary Places: aquarium, campsite, ranch, zoo
9	This Weekend	 Weather words and indoor/ outdoor activities Saying what you will do in different types of weather 	Weather: boiling, chilly, cool, freezing, rainy, snowy, stormy, sunny Indoor/Outdoor activities: do homework, go on a picnic, go swimming, go to the park, play in the yard, play on the tablet, practice the guitar, visit the library



Structures	Reading
 Have / Has to for obligation She has to mail a letter. Have to with Y/N questions Do you have to go to the bookstore? Yes, I do. / No, I don't. 	Magical Malls!
 Must / Must not for obligation You must return books on time. / You must not sit on the desks. May to request permission May I take notes? Yes, you may. / No, you may not. 	Rules Around the World
 Would rather for preference I would rather get a puppy than a rabbit. Comparatives with adjectives Puppies are cuter than kittens. / Puppies are more friendly than kittens. 	Working Animals
 Present progressive (<i>be going to</i>) for future plans I am going to buy souvenirs. Might for future possibility He might go fishing tonight. 	The Tomatina: A Tomato Festival
 Comparatives with adjectives (review) A monkey is shorter than a giraffe. Comparatives with adverbs	Migrating African Animals
 Have / Has to describe symptoms I have a cold. / She has a fever. Should to give advice She should take medicine. 	When You Have Germs
 What time + simple present to ask when regular things happen What time does the café open? It opens at 9 a.m. How long + simple present to ask how long something takes How long does it take to get to the supermarket by taxi? It takes about five minutes. 	Transportation Around the World
 Simple past (regular and irregular verbs) (review) with information questions What did she do? She roasted marshmallows. How was / were to ask about things and places from the past How was the zoo? It was boring. 	An Interesting Ride
 First conditional If it's sunny this weekend, I'll play in the yard. Y/N questions with first conditional Will you go swimming if it's boiling? Yes, I will. / No, I won't. 	Summer in New Delhi

Welcome

A 💿 002 Listen and number. <u>5 min.</u>

- Tell students to open their Student Book to page 6.
- Draw students' attention to the picture of the family. For classes that have completed previous levels of Hang Out, ask the students if they can remember the names of the characters.
- Make sure students have something to write with. Play audio track 002 and tell students to listen the first time.
- Tell students you will play the track a second time, but this time they should write the numbers next to each character's name.
- (Optional) Play the track a third time for students to check their answers.

B 💿 003 Listen and write. 5 min.

- Direct students' attention to the bottom of page 6.
- Tell students they are going to find out more about the Kemp family.
- Play **audio track 003** and tell students to listen the first time.
- Play the track again and ask students to fill in the blanks with the family members' names.

Co 004 Listen and say. 5 min.

- Tell students to turn to page 7.
- Ask them what they can see at the top of the page (clocks).
- Play **audio track 004** and tell students to listen the first time.
- Play the track again. This time, have students listen and repeat.

D o 005 Listen and write the letters.

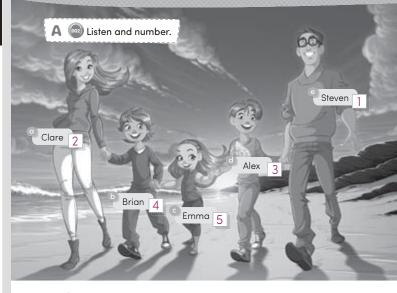
15 min. 🖓

- Tell students to look at the black and white clocks in part D.
- Put students in pairs and give them one or two minutes to look over the clocks and practice saying what the time is.
- Play **audio track 005** and have students listen the first time.
- Play the track again, and tell students to write the letters underneath each clock.
- Play the track a final time to allow students to check their answers.

Antch the times. 15 min.

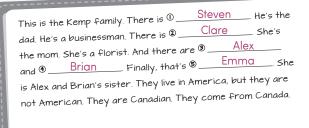
- Ask students to look at the times in part E.
- Read the times and have students repeat after you.
- Next, tell students to match the worded times to the numbered times at the bottom.
- Give students one or two minutes to match the times.
- Review answers as a class.

Welcome

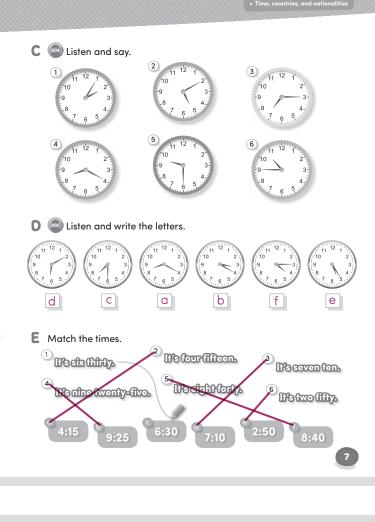


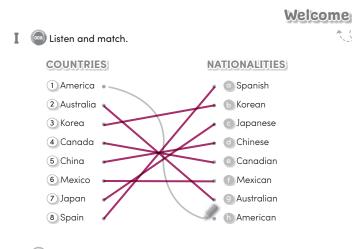
B isten and write.

6



Welcome QJ F 🞰 Listen and say. Then write the letters. S I С Α С Μ Κ 111 11 A merica A ustralia K orea M exico (7) 📙 apan <u>S</u> pain G 💿 Listen. Then point and say. I come from Spain. We come from Australia. They come from Japan. He comes from Korea. H Unscramble and write the countries. China 1. I come from ____ hinaC Canada 2. She comes from _ anadCa America 3. We come from ____ ericAma





J 💿 Look at I. Listen again and repeat.

K 💿 Listen and write.

,	We're	They	He	I	We	ľm	They're	He's
1	They	come	from J	apan	1.	T	hey're	_ Japanese.
2	He	comes	from	Mexi	co.		He's	_ Mexican.
3	Ι	come	from K	orea			ľm	_ Korean.
4	We	come	from C	Canad	da.		We're	_ Canadian.

O06 Listen and say. Then write the letters. 15 min.

• Tell students to turn to page 8.

- Play **audio track 006** and have students listen and repeat the countries.
- Next, ask students to complete the name of the countries by writing the letters from the box at the top of the activity.
- Play the track again so that students can check their answers.

🕲 💿 007 Listen. Then point and say. <u>15 min.</u>

- Play **audio track 007** and tell students to listen the first time.
- Then tell students to point at the sentences and say them out loud as a class.

🕅 Unscramble and write the countries.

15 min.

- Have students look at the sentences at the bottom of **page 8**.
- Tell students to unscramble the country names and write them on the lines to complete the sentences.
- Encourage students to look at the country names in part F for help if necessary.

008 Listen and match. 15 min.

- Tell students to turn to page 9.
- Play **audio track 008** and tell students to draw lines from the countries to the nationalities.

0 009 Look at I. Listen again and repeat.

- Tell students that they will listen to the countries and nationalities again. This time, students should listen and repeat each pair.
- Play audio track 009.

🕻 💿 010 Listen and write. 15 min. 🤈

- Ask students to look at the sentences at the bottom of **page 9**.
- Play **audio track 010** and have students listen the first time.
- Play the track again, and ask students to fill in the blank spaces using the words from the box.
- Review answers as a class.

9



Unit Objectives

• Places around town

• Talking about activities one has to do

Lesson Objectives

Students will be able to:

• recognize and name the first eight key vocabulary items

Lesson 1

• say what someone has to do

Vocabulary Key words 1

get medicine buy groceries get a haircut return clothes

get tickets pay a bill mail a letter

look for a book

Core Structure

• *Have / Has to for obligation* She has to mail a letter.

Materials

- Hang Out Student Book, Workbook
- CD and A/V equipment or Classroom Digital Materials
- Optional: paper

Goal & Warm-up Question 5 min.

- Have students open their Student Book to page 10.Read the title of the lesson and the learning points.
- CDM Go to the Aims page and play the audio.
- Ask students the focus question. **()** "What do you have to do today?" Call on students individually to answer. If students have difficulty coming up with ideas, talk about what routine tasks you do every day. Encourage different students to give different answers.

A 💿 011 Listen and say. <u>5 min.</u>

- Focus students' attention on the vocabulary list on the left-hand side of the page.
- Tell students to listen and repeat after the audio.
 "Listen to the words. Look at the pictures and say the words."
- Play **audio track 011**. Make sure the students are following along and repeating the words.
- Play the audio track again, and have students point at the images on the left of the page.

CDM Go to the Introduction page and play the audio. CDM Use the Word Game function to provide students with further vocabulary practice.



B 💿 012 Look and listen. 5 min.

- Focus students' attention on the main picture on **pages 10 and 11**.
- Talk about the main picture; explain the situation shown in the picture. *Everyone is at the mall. They have a lot* of things to do today. There's Alex [point to Alex, near the ticket office]. He has to get some tickets. And Brian is next to him [point to Brian]. He has to mail a letter. Can you see Emma [point to Emma, outside the clothes store]. She is with her grandmother. She is going to a clothes store because she has to return clothes."
- Play audio track 012.



Alex: We're all at the mall today. We have lots to do. I have to **get movie tickets** for a movie this afternoon. I'm going to watch the movie with my friend, Colin. He's going to meet me at the theater because he has to **get a haircut** first. Brian has to **mail a letter**. My mom is going to the pharmacy because she has to **get some medicine**. Dad has to **pay a bill**, so he is going to the bank. Emma and Grandma are going to the clothes store. They have to **return clothes**. Emma got some new pants last week, but they are too big. Grandpa's going to the supermarket because he has to **buy groceries**. My aunt and uncle are going to the bookstore. They have to **look for a book**. What do you have to do today?



CDM Take students on a virtual tour of the image, highlighting key words.

CDM Play the animation. Use the *Caption* and *Script* functions to show students the script.

CDM Click the Show Label button to highlight key words and their images in the picture.

© 013 Listen and write the letters on the picture. 5-10 min.

- Play **audio track 013**. Have students listen to each word and write the corresponding letters in the circles on the picture. **1** *"Listen. Find the word in the picture. Write the letter."*
- After students have found all of the words, call on them to point to where each activity is.

CDM To review key vocabulary, use the *Key Words* and *Flash Cards* functions.

CDM Repeat the activity with drag-and-drop labels.

D 💿 014 Song 10 min.

- Tell students to turn to **page 112** where they will see the lyrics to the song. **11** *"Let's listen to a song. Turn to page 112."*
- Play **audio track 014**, and have students just listen the first time.
- Play the song again, but this time encourage the students to sing along with the song.

CDM Show the animation and lyrics to the song to

encourage students to sing along. We are busy. We are busy. We have errands to do. What do you have to do? What do you have to do? I have to get medicine. I have to get medicine today. We are busy. We are busy. We have errands to do. What does she have to do? What does she have to do? She has to pay a bill. She has to pay a bill today. We are busy. We are busy. We have errands to do. What do you have to do? What do you have to do? I have to look for a book. I have to look for a book today. We are busy. We are busy. We have errands to do. What does he have to do? What does he have to do? He has to get a haircut. He has to get a haircut today. We are busy. We are busy. We have errands to do. What do they have to do? What do they have to do? They have to buy groceries. They have to buy groceries today.

E Look at the picture and say. 10 min.

- Tell students to look at the dialog box (part E) on page 11.
- Put students in pairs. **①** *"Sit with a partner."* Have them practice by reading the sentences in the box. **①** *"Let's read together."*

CDM Show students model sentences on the screen. Select from the eight key words to change the example dialog. Have students repeat after the audio each time.

- Have students look at the main picture and continue to make sentences using the key vocabulary in the main picture. **1** *"Look at the picture. Talk about the picture with your partner."*
- Choose two or three students and have them stand and make a sentence for the class.

More practice

Assign pages 6 and 7 of the Workbook as

homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 104.** Lots to Do

Lesson Objectives

Students will:

- become more familiar with target vocabulary and grammar through song
- practice reading a 'real-world' text
- prepare for and participate in a communicative activity with other students

Materials

- Hang Out Student Book, Workbook
- CD and A/V equipment or Classroom Digital Materials

Warm-up 5 min.

Tell students to look at the large picture on pages 10 and 11. As a review, ask students what they can see. Encourage different students to provide all of the words from vocabulary set 1 (introduced in lesson 1). Next, ask students to think about what they have to do today or tomorrow. **1** "What do you have to do today?" to elicit a response. () "I have to get a haircut." Call on different students to talk about themselves, and encourage them to use different answers. Answers can include the vocabulary from lesson 1 or the students' own ideas.

Son

A 💿 015 Listen and sing. 15 min.

- Tell students to turn to the lyrics on page 112. Play audio track 015, and have students listen the first time.
- Play the song again, but this time encourage the students to sing along with the song.

CDM Show the animation and lyrics to the song to encourage students to sing along.

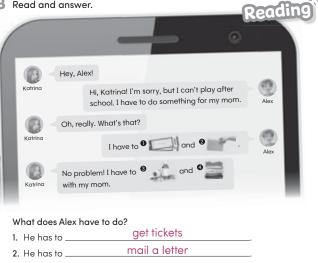
We are busy. We are busy. We have errands to do. What do you have to do? What do you have to do? I have to get medicine. I have to get medicine today.

We are busy. We are busy. We have errands to do. What does she have to do? What does she have to do? She has to pay a bill. She has to pay a bill today.

-		
01	🛿 🚺 Listen and sing. Then circle.	
1.	I have to get medicine/ get tickets / get a haircut today.	
2.	She has to mail a letter (pay a bit)/ return clothes today.	
3.	I have to return clothes look for a book buy groceries tod	ay.
4.	He has to get tickets / mail a letter (get a haircuttoday.	

- 5. They have to buy groceries get medicine / pay a bill today.
- Read and answer.

Lesson 2



What does Ka	trina have to do?
3. She has to	get medicine
4. She has to	return clothes

We are busy. We are busy. We have errands to do. What do you have to do? What do you have to do? I have to look for a book. I have to look for a book today.

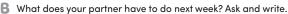
We are busy. We are busy. We have errands to do. What does he have to do? What does he have to do? He has to get a haircut. He has to get a haircut today.

We are busy. We are busy. We have errands to do. What do they have to do? What do they have to do? They have to buy groceries. They have to buy groceries today.

- Tell students to turn to page 12. Focus students' attention on part A. Play audio track 015 again and pause the track after each verse. Tell students to circle the phrases that they hear.
- Choose students to make sentences aloud to check the answers.
- (Optional) Play the audio track one more time for students to check their answers.

A Think of five things you have to do next week. Fill in the schedu

	Monday	Tuesday	Wednesday	Thursday	Friday
·····	buy groceries				
morning					
afternoon					



-	iniai acco your parine				0
	What do you have to do	o on Monde	ay?	I have to buy groceries.	007
3	1				0
	1. On,	he / she			
	2. On,	he / she _			·
	3. On,	he / she _			
	4. On,	he / she _			
	5. On,	he / she			
	Now tell the class.				
2	What does he / she hav on Monday?	ve to do	He /	She has to buy groceries.	

CDM Show students the correct answers on the screen.

Reading

B Read and answer. 10 min.

- Focus students' attention on the text message conversation in the Reading section on **page 12**. Tell students to look at the images in the text and give them one minute to do so.
- Next, read the passage to the students, pausing at each picture. Elicit the word from students.
- Tell the students to write the activities in the blank spaces at the bottom of the page. Circulate and monitor the students, providing assistance where necessary.
- Finally, read the passage again, pausing after each sentence, and have the students repeat each sentence after you.

CDM Show the text and the correct answers to complete the sentences.

Speaking

A Think of five things you have to do next week. Fill in the schedule. <u>5 min.</u>

- Have students look at **page 13**. Ask them what they can see to elicit it is a schedule.
- Tell students to think about their schedule for next week. Ask students to add five activities that they have to do next week on different days and at different times.
- Give students 2–3 minutes to write the activities.
- Circulate and monitor the students, providing assistance where necessary.

B Speaking activity 15 min.

- Focus students' attention on the model dialog. Select two students in the class to read the lines for each of the characters. **1**. "Can you read the dialog? You be Alex, and you be Steven."
- Put students in pairs. Assign one student to be Student A and the other student as Student B. Have Student A ask Student B the questions first. Student B listens and answers. Student A should write the days and the activities. **1**. "Work with a partner. Student A ask first. Student B answer the questions."

CDM Use the model dialog to demonstrate the answer / question exchange, and how to complete the activity in B.

- Give students two or three minutes to finish the activity. Then Student B asks Student A the questions and Student A answers. **1**. *"OK. Now change. Student B ask the questions, and Student A answer."*
- Choose one student and ask him / her about his / her partner. *What does he / she have to do on Monday?* After the student has responded, choose another student in the class. The first student should ask a question to the second student. Next, choose a third student. This time the second student asks a question to the third student. Continue the chain with each student first answering a question before asking the next student a question.

More practice

Assign pages 8 and 9 of the Workbook as



homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 104**. Lots to Do

Lesson 3

Lesson Objectives

Students will:

- encounter and explore a story linked to the theme of the unit
- be able to recognize and name the second eight key vocabulary items
- be able to ask and answer Y/N questions to find out if someone has to do something

Vocabulary Key words 2

pharmacy supermarket hairdresser department store theater bank post office bookstore

Expansion Structure

Have to with Y/N questions

Do you have to go to the bookstore? Yes, I do. / No, I don't.

Materials

- Hang Out Student Book, Workbook
- CD and A/V equipment or Classroom Digital Materials

Warm-up 5 min.

Tell students to look back at the schedules they made on page 13. Choose one student and ask him / her a question about one of the days. **1** "What do you have to do on Tuesday?" (St "I have to mail a letter." Call on different students in the class and ask them what they have to do on different days of the week.

A 💿 016 Listen and repeat. 5 min.

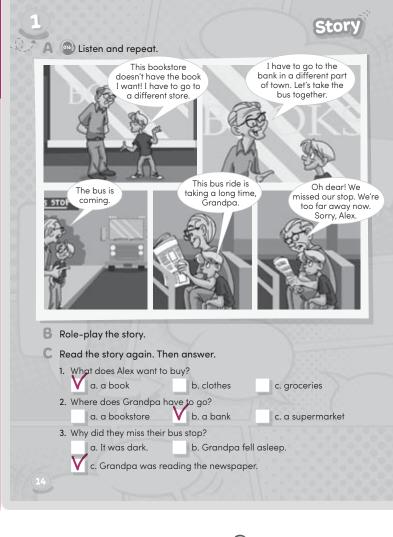


- Tell students to turn to page 14. Focus students' attention on the comic strip. Ask students two questions about the pictures and elicit answers.
 - 1. Point to Alex. (#Who is he?" (Alex)

2. Point to the bus in frame 3. **(1)** *"What is that?" (a bus)*

- Play audio track 016. The first time, students can just listen and follow along.
- Play the audio track a second time. Pause after each sentence and give students time to read and repeat.

CDM Show students the animated story on the screen.



B Role-play the story. 5 min.

- Put students in groups of two. Assign each student a character from the story to play.
- Have students read through the story playing the part of the character.
- Have students swap roles and repeat.
- (Optional) Call on two or three groups of students to act out the story in front of the class.

CDM Choose one character in the story. Have students read the lines for the character.

C Read the story again. Then answer.

- Direct students' attention to part C.
- Read the questions out loud. Tell students to look at the possible answer choices and check one.

5 min.

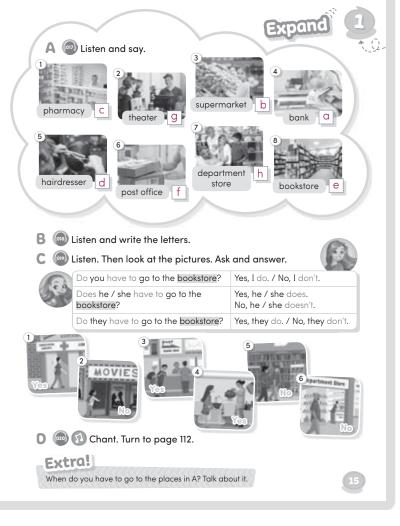
 Review answers as a class. **(CDM)** Show students the correct answers on the screen.



🗛 💿 017 Listen and say. 🛛 5 min.

- Have students look at the vocabulary on page 15.
- Tell students to listen and repeat after the audio.
- Play audio track 017. Make sure the students are following along and repeating the words.

(CDM) Go to the **Expand** page and play the audio. **(CDM)** Use the Word Game function to provide students with further vocabulary practice.



O18 Listen and write the letters. <u>5-10 min.</u>

- Have students take out a pencil or pen.
- Tell students they should look at the pictures in part A and write the letter they hear next to each picture.
- Play **audio track 018**. There are pauses in the audio recording to give students time to write, but you may want to pause the track to give them additional time if necessary.
- Review answers, calling on individual students. **1** *"What is A?"*

CDM Play the audio and show the answers on the screen.

Contension of the second secon

- Focus the students' attention on the model dialog in part C. Play **audio track 019**.
- Split the class into two halves, A and B. Instruct group A to repeat the question aloud after you. Then have group B repeat the answer after you. Have groups switch roles and ask / answer again.
- Split the class into two halves, A and B. Instruct group A to repeat the question aloud after you. Then have group B repeat the answer after you. Have groups switch roles and ask / answer again.

CDM Show an example of the dialog for each of the images.

• Then have students switch roles and run through the exercise again.

Answers

- Does he have to go to the pharmacy? → Yes, he does.
- Does she have to go to the theater? → No, she doesn't.
- 3. Do they have to go to the post office? → Yes, they do.
- Does she have to go to the hairdresser? → Yes, she does.
- Do they have to go to the bookstore? → No, they don't.
- Does he have to go to the department store? → No, he doesn't.

D 💿 020 Chant. 5-10 min.

- Tell students to turn to **page 112**. Play **audio track 020**. First, students listen and read the chant silently.
- Assign half of the class to read role 1, and the other half to read role 2.
- Play the audio track again. This time tell the students to read along to their part out loud.

CDM Show the animation and lyrics to the chant to encourage students to chant along.

Let's hang out.

We want to play. Do you have to go to the supermarket? Yes, I do. Yes, I do. I have to go to the supermarket today.

Let's hang out. We want to play. Does he have to go to the hairdresser? No, he doesn't. No, he doesn't. He has to go to the post office today.

Let's hang out. We want to play. Does she have to go to the bank? Yes, she does. Yes, she does. She has to go to the bank today.

Let's hang out.

We want to play.

Do they have to go to the department store? No, they don't. No, they don't.

They have to go to the bookstore today.

More practice

Assign **pages 10 and 11** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 104**.

WB

Lots to Do

Lesson Objectives

Students will:

• encounter some of the target vocabulary and grammar while learning about an engaging topic

Lesson 4

- practice using visual clues to assist in comprehension
- develop listening skills and answering questions about a text

Materials

- Hang Out Student Book, Workbook
- CD and A/V equipment or Classroom Digital Materials

Warm-up 5 min.

• Choose a student and ask him / her what he / she has to do next week. "What do you have to do next week?" "I have to go to the hairdresser." Next, ask the rest of the class if they also have to do the same action by raising their hands. "Who has to go to the hairdresser next week? Raise your hands." Repeat with several activities to find out what most students are doing next week.



A 💿 021 Listen and read. 15 min. 🦻

- Have students turn to pages 16 and 17.
- Point to the ski slope in the picture and ask students if they know what people do there (ski). Explain that the ski slope in the picture is actually inside a mall. Tell students they are going to learn more about some other malls around the world.
- Tell students to read along silently as they listen. Play audio track 021.

CDM Show the animated slideshow.

B Answer the questions. 5 min.

- Focus students' attention on part B. Read the questions out loud.
- Tell students to complete the answers. Give students 1–2 minutes.
- Encourage students to use the text to help them answer the questions.
- Check answers as a class. Read the first question and select a student to give the answer. Repeat for the second question.

CDM Show students the correct answers on the screen.

Dubai is a huge city in the United Arab Emirates. It has a lot of stores and shopping malls. The Mall of the Emirates has an indoor ski area. Dubai is very hot and dry. but people can ski inside at the mall.

A 💿 Listen and read. /

COEX is an underground mall in Seoul, South Korea. It has an aquarium inside it. Visitors can look at thousands of different animals at the mall.

🕲 💿 022 Listen and write. <u>10 min.</u>

- Have students turn to **page 18**. Give students directions about what they will hear. ① "Let's listen. There are four students. They are talking about the reading. What do they say? Write the words that you hear."
- Play audio track 022.
- Check answers. Read the sentence up to the answer choice and then stop. Ask students which word they heard. Make sure all students have written the correct word.
 - 1. Dubai is very <u>cold</u>.
- 2. COEX, in South Korea, has an <u>aquarium</u>.
- 3. The World Waterpark has a wave pool and <u>roller</u> <u>coaster</u>.
- 4. People can swim at the Mall of America.
- Play the audio track again for students to check their answers.
- Read sentence 1 to the students. Ask the students whether the girl is right. Tell students to circle Yes or No. Repeat for the rest of the sentences. Encourage students to use the text to help them answer.
- Check answers as a class. CDM Go through the sentences one by one and have students come up and choose the answer.



D Summary 5 min.

- Focus students' attention on part D at the bottom of page 18. Tell the students to re-read the text on pages 16 and 17 and fill in the blanks with the words in the box. *"What does each mall have? Do you remember? Write. Look at the text again."*
- Check answers as a class.
- Call on students to make sentences using their answers. Stronger students can be encouraged to make several sentences and give a simple summary of the reading.
 - CDM Show students the correct answers on the screen.

More practice



Assign **page 12** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 104**.

Lesson Objectives

Students will:

- read an example writing paragraph
- prepare for a writing activity

Materials

- Hang Out Student Book, Workbook
- CD and A/V equipment or Classroom Digital Materials

Warm-up 5 min.

Snowman

- Choose one of the key words from lesson 1 or lesson 3. Draw a blank space for each letter in the word on the board (separated by slashes for multiple words). For example, if the word is *theater* draw 7 blank spaces.
- Tell students they need to guess the word you are thinking of by guessing which letters are in the word.
- Choose a student to call out a letter. If that letter is in the word, write it in the blank space. However, if the letter does not appear in the word, draw one part of the snowman (see below) and write the letter on the board to show that it has already been guessed.
- To draw the snowman, for the first incorrect answer, draw a large circle at the bottom for the body. For the next incorrect answer, a middle circle, followed by a third circle for the head. For subsequent incorrect answers, draw two sticks for arms, two eyes, a nose, and finally a frown for a total of nine incorrect answers.
- The game finishes when either the students can guess the word correctly, or the snowman is completed.



A Read the example. Circle all of the activities and underline all of the places. 5 min.

- Tell students to turn to **page 19**. Focus students' attention on the two paragraphs.
- Read each paragraph out loud and have students listen.
- Next, tell students to re-read the text by themselves and circle all of the activities and underline all of the places.

CDM Show students the correct answers on the screen.

A Read the example. Circle all of the activities and underline all of the places.

Next week, I'm very busy. My cousin is coming, and we are going to watch a movie I have to buy tickets at the theater first. I also have to get a haircut My hair is too long. I go to the hairdresser in the mail. It's very cheap there. Then I have to go to the post office. My sister and I want to send a card to our grandparents. So we have to mail it

My friend Timmy has to go to a <u>bookstore</u> next week. He has to ook for a book for school. He also has to go to the clothes store near his house. Some clothes he bought are too big, so he has to return them Timmy also has to go to the supermarket with his mom. They have to buy some grocerics

B What do you have to do next week? Where do you have to do it? And who do you have to do it with? Fill in the chart.

What?	Where?	With who?
get medicine	pharmacy	with mom
get tickets	theater	with friends
<u>buy groceries</u>	supermarket	with dad

Ask your partner what he or she has to do next week.

What?	Where?	With who?
pay a bill	bank	with dad
get a haircut	hairdresser	with friends
<u>mail a letter</u>	post office	with brother

Review 10-15 min.

- Have students turn to pages 10 and 11.
- Direct students' attention to the main picture. ① "Look at the picture." Call out a letter from a-h and ask students to say the word together, based on their answers from lesson 1. ① "A. What is the word?"
- Repeat by calling on individual students, saying a letter, and asking students to say the word.
- Direct students to part E on page 11.
- Put students in pairs and have them practice making sentences by reading the sentences in the box.
 Student A, you are Alex. Make a sentence.
- Have students look at the main picture and continue to make sentences about the key vocabulary in the main picture.
- Next, have students turn to page 15.
- Tell students to look at the vocabulary in part A.
- Call out a number from 1-8 and ask individual students to say the word. **1**. *"One. Mel, what is the word?"*
- Repeat with a different student for all eight words.
- Direct students to part C.
- Put students in pairs and assign one student to be Student A and the other student to be Student B. Tell A to make a question based on picture 1. Student B responds. If "Student A, make a question for picture number one. Student B, answer."

- Then students switch roles. Student B makes the question for picture 2, and Student A responds. (). "Now Student B make a question for picture number two. Student A, answer."
- Students continue until they have talked about all the pictures.

Witting preparation 10-15 min.

- Focus students' attention on the writing section at the bottom of **page 19**.
- Tell students to think about what they have to do next week and fill in the top chart.
- Once students have finished, put them into partners. Students should now ask their partner about three things they have to do next week and fill in the second chart with their partner's responses.
- Circulate and monitor the students, providing assistance where necessary.

CDM Show the students an example of a completed chart on the screen.

Unitwap=up



- To wrap up the unit, ask students to turn to **page 80** in the Workbook.
- Make sure students have a pen or pencil.
- Direct students' attention to the words at the top of the page. Ask students to check all of the words they know.
 Look at the words. Check the words you know."
- Walk around the class to briefly gauge the words that students have difficulty with. If you see the same words unchecked by many of the students, review these words. Direct the students back to the pages that contain images of these words.
- Next, direct students' attention to the *l* can sentences on the second half of the page.
- Read out each sentence one by one, asking students to check the sentence if they can do it. Make sure that all students understand each sentence before moving on to the next.

I can sentences:

Speaking

- 1. I can name places around town.
- 2. I can say what activities people have to do.
- 3. I can ask and answer questions about activities people have to do.

Listening

- 4. I can understand when someone talks about activities and where people have to go.
- 5. I can understand when someone asks a question about what someone has to do.

Reading

6. I can read and understand short passages about places around town and what activities people have to do.

Writing

7. I can write a few sentences telling what someone has to do and where they have to go.

Writing

Assign **page 79** of the **Workbook** for students to complete the writing activity. This can be completed as homework or in class.

Portfolio writing sample answer

I have to return clothes at the department store with my grandma.

I <u>have to get a haircut</u> at the <u>hairdresser</u> with <u>my dad</u>. I <u>have to get tickets</u> at the <u>theater</u> with <u>my mom</u>.

More practice

Assign **page 19** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 104**.

2

Follow the Rules

Lesson 1

Unit Objectives

- Rules in public places
- Saying what you must or must not do and what you may or may not do

Lesson Objectives

Students will be able to:

- recognize and name the first eight key vocabulary items
- say what someone must or must not do in public places

Vocabulary Key words 1

take photos shout listen to the librarian bring a library card sit on a desk turn off the phone wear headphones return books on time

Core Structure

• *Must / Must not* for obligation You must return books on time. / You must not sit on the desks.

<u>Materials</u>

- Hang Out Student Book, Workbook
- CD and A/V equipment or Classroom Digital Materials
- Optional: paper

Goal & Warm-up Question 5 min.

- Have students open their Student Book to page 20.
 Read the title of the lesson and the learning points.
- (CDM) Go to the Aims page and play the audio.
- Ask students the focus question. **()** *"What must you do at school?"* Call on students individually to answer. If students have difficulty coming up with ideas, ask them to think about some of the rules that the school has.

A 💿 023 Listen and say. <u>5 min.</u>

- Focus students' attention on the vocabulary list on the left-hand side of the page.
- Tell students to listen and repeat after the audio.
 Listen to the words. Look at the pictures and say the words.
- Play **audio track 023**. Make sure the students are following along and repeating the words.
- Play the audio track again, and have students point at the images on the left of the page.

CDM Go to the **Introduction** page and play the audio.



CDM Use the *Word Game* function to provide students with further vocabulary practice.

B 💿 024 Look and listen. 🛛 5 min. 🤇

- Focus students' attention on the main picture on **pages 20 and 21**.
- Talk about the main picture; explain the situation shown in the picture. **1**. "The children are at a library. The library is very busy today. Alex is returning a book. He is talking to the librarian. Emma is talking on the phone. And Alex is over there taking photos. The library is a good place to read and study, but you must be quiet when you're in the library."
- Play audio track 024.
- Alex: This is my library. I come here to borrow and return books. The library has some rules. Number one, you must **return books** on time. Also, you must always **listen to the librarian**. If you want to borrow books, you must **bring your library card**. The library is a quiet place, so you must **turn off your phone**, and you must not **shout**. Also, you must **wear headphones** when you listen to music. People come to the library to study, so you must not sit on the **desks**. You must not **take photos**, either. It can disturb other people. I like going to the library, even though there are a lot of rules.



CDM Take students on a virtual tour of the image, highlighting key words.

CDM Play the animation. Use the *Caption* and *Script* functions to show students the script.

CDM Click the Show Label button to highlight key words and their images in the picture.

© 025 Listen and write the letters on the picture. 5-10 min.

- Play **audio track 025**. Have students listen to each word and write the corresponding letters in the circles on the picture. **1** *"Listen. Find the word in the picture. Write the letter."*
- After students have found all of the words, call on them to point to where each activity is.

CDM To review key vocabulary, use the *Key Words* and *Flash Cards* functions.

CDM Repeat the activity with drag-and-drop labels.

D 💿 026 Song <u>10 min.</u>

- Tell students to turn to **page 113** where they will see the lyrics to the song. **()** *"Let's listen to a song. Turn to page 113."*
- Play **audio track 026**, and have students just listen the first time.
- Play the song again, but this time encourage the students to sing along with the song.

CDM Show the animation and lyrics to the song to encourage students to sing along.

We're going to the library. We're going to the library. What are the rules? What must we do? We must not shout, shout, shout. We must not shout.

We're going to the library. We're going to the library. What are the rules? What must we do? We must wear headphones, headphones, headphones.

We must wear headphones.

We're going to the library.We're going to the library.What are the rules? What must we do?We must turn off our phones, phones, phones.We must turn off our phones.

We're going to the library. We're going to the library. What are the rules? What must we do? We must not sit on the desks, desks, desks. We must not sit on the desks.

We're going to the library. We're going to the library. What are the rules? What must we do? We must bring our library card, card. We must bring our library card.

🖪 Look at the picture and say. 1 0 min. 🦻

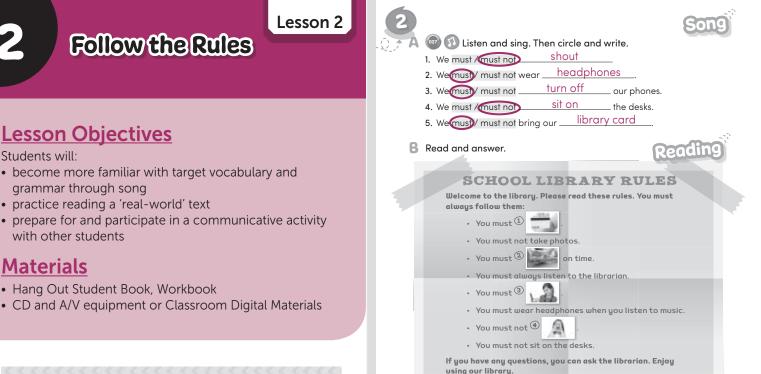
- Tell students to look at the dialog box (part E) on page 21.
- Put students in pairs. **①** *"Sit with a partner."* Have them practice by reading the sentences in the box. **①** *"Let's read together."*

CDM Show students model sentences on the screen. Select from the eight key words to change the example dialog. Have students repeat after the audio each time.

- Have students look at the main picture and continue to make sentences using the key vocabulary in the main picture. (1) "Look at the picture. Talk about the picture with your partner."
- Choose two or three students and have them stand and make a sentence for the class.

More practice

Assign **pages 14 and 15** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 105**.



Warm-up 5 min.

Tell students to look at the large picture on pages 20 and 21. As a review, ask students what they can see. Encourage different students to provide all of the words from vocabulary set 1 (introduced in lesson 1). Next, ask students to think about the rules in their local / school library. **1** "What are the rules in the library?" to elicit a response. (S. "You must listen to the librarian." Call on different students to talk about more rules, and encourage them to use different answers.



A 😡 027 Listen and sing. 15 min.

- Tell students to turn to the lyrics on page 113. Play audio track 027, and have students listen the first time.
- Play the song again, but this time encourage the students to sing along with the song.

CDM Show the animation and lyrics to the song to encourage students to sing along.

We're going to the library. We're going to the library. What are the rules? What must we do? We must not shout, shout, shout, We must not shout.

We're going to the library. We're going to the library. What are the rules? What must we do? We must wear headphones, headphones, headphones.

We must wear headphones.

What are some of the rules in the library? 1. You must _____ bring a library card

- 2. You must <u>return books</u> ___ on time
- 3. You must ______ turn off the phone shout

4. You must not ____

We're going to the library. We're going to the library. What are the rules? What must we do? We must turn off our phones, phones, phones. We must turn off our phones.

We're going to the library. We're going to the library. What are the rules? What must we do? We must not sit on the desks, desks, desks. We must not sit on the desks.

We're going to the library. We're going to the library. What are the rules? What must we do? We must bring our library card, card. We must bring our library card.

- Tell students to turn to page 22. Focus students' attention on part A. Play audio track 027 again and pause the track after each verse. Tell students to circle the phrases that they hear.
- Choose students to make sentences aloud to check the answers.
- (Optional) Play the audio track one more time for students to check their answers.

(CDM) Show students the correct answers on the screen.

Students will:

Materials

with other students

Speaking	5
Choose one public place. Think of three things you must do and three things you must not do there.	
theater department store classroom	
restaurant other	
You must You must not	
·[:]	

B What place did your partner write about? What are the rules there? Ask and write.

What are the rules in the classroom? You must not run. You must isten to the teacher. You must		
You must You must listen to the teacher. You must	What are the rules in the classroom?	You must not run.
You must You must You must not You must not	what are the rules in the classroom?	You must listen to the teacher.
You must You must You must not You must not	Vou must	
You must You must not You must not		
You must not You must not		
You must not		
	You must not	
You must not 2	You must not	
2	You must not	
		2

Ne.a.



B Read and answer. **10** min.

- Focus students' attention on the poster in the Reading section on **page 22**. Tell students to look at the images in the text and give them one minute to do so.
- Next, read the passage to the students, pausing at each picture. Elicit the word from students.
- Tell the students to write the activities in the blank spaces at the bottom of the page. Circulate and monitor the students, providing assistance where necessary.
- Tell the students to write the activities in the blank spaces at the bottom of the page. Circulate and monitor the students, providing assistance where necessary.
 - CDM Show the text and the correct answer.



- A Choose one public place. Think of three things you must do and three things you must not do there. <u>5 min.</u>
- Have students look at page 23.
- Tell students to choose one of the public places from the list that they are familiar with. Students are free to choose their own idea if they wish.

- Ask students to think of three things people must do in this place, and three things people must not do in this place and write them down.
- Give students 2–3 minutes to write the rules.
- Circulate and monitor the students, providing assistance where necessary.

B Speaking activity **15** min.

- Focus students' attention on the model dialog. Select two students in the class to read the lines for each of the characters. **1** *"Can you read the dialog? You be Alex, and you be Emma."*
- Put students in pairs. Assign one student to be Student A and the other student as Student B. Have Student A ask Student B the questions first. Student B listens and answers. Student A should write down the rules that Student B mentions. **1** *"Work with a partner. Student A ask first. Student B answer the questions."*

CDM Use the model dialog to demonstrate the answer / question exchange, and how to complete the activity in B.

• Give students two or three minutes to finish the activity. Then Student B asks Student A the questions and Student A answers. **1**. *"OK. Now change. Student B ask the questions, and Student A answer."*

More practice

Assign pages 16 and 17 of the Workbook as

homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 105**.

Follow the Rules

Lesson Objectives

Students will:

- encounter and explore a story linked to the theme of the unit
- be able to recognize and name the second eight key vocabulary items
- be able to request permission to do something

Vocabulary Key words 2

bring my bag inside touch the art sketch pictures use a video camera have food and drinks chew gum climb on the sculptures take notes

Lesson 3

Expansion Structure

• *May* to request permission May I take notes? Yes, you may. / No, you may not.

Materials

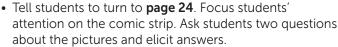
- Hang Out Student Book, Workbook
- CD and A/V equipment or Classroom Digital Materials

Warm-up 5 min.

Tell students to look back at the rules they came up with on **page 23**. Choose one student and ask him / her about the place he / she described and the rules there. **1**. "What must you do in a classroom?" **3**. "You must listen to the teacher." Call on different students in the class and ask them about the rules in the places that they chose.



A 💿 028 Listen and repeat. 5 min.



- 1. Point to Brian. () "Who is he?" (Brian)
- 2. Point to the phone in Brian's hand in frame 4.**1** *"What is that?" (a phone)*
- Play **audio track 028**. The first time, students can just listen and follow along.
- Play the audio track a second time. Pause after each sentence and give students time to read and repeat.
 - screen.



B Role-play the story. 5 min.

- Put students in groups of two. Assign each student a character from the story to play.
- Have students read through the story playing the part of the character.
- Have students swap roles and repeat.
- (Optional) Call on two or three groups of students to act out the story in front of the class.

CDM Choose one character in the story. Have students read the lines for the character.

C Read the story again. Then answer.

- 5 min. 🥠
- Direct students' attention to part C.
- Read the questions out loud. Tell students to look at the possible answer choices and check one.
- Review answers as a class.
 CDM Show students the correct answers on the screen.



🗛 😡 029 Listen and say. 🚺 5 min.

- Have students look at the vocabulary on page 25.
- Tell students to listen and repeat after the audio.
- Play **audio track 029**. Make sure the students are following along and repeating the words.

CDM Go to the **Expand** page and play the audio.



CDM Use the *Word Game* function to provide students with further vocabulary practice.

B a 030 Listen and write the letters. 5-10 min.

- Have students take out a pencil or pen.
- Tell students they should look at the pictures in part A and write the letter they hear next to each picture.
- Play audio track 030. There are pauses in the audio recording to give students time to write, but you may want to pause the track to give them additional time if necessary.
- Review answers, calling on individual students. **()** *"What is A?"*

CDM Play the audio and show the answers on the screen.

© 031 Listen. Then look at the pictures. Ask and answer. <u>10 min.</u>

- Focus the students' attention on the model dialog in part C. Play **audio track 031**.
- Split the class into two halves, A and B. Instruct group A to repeat the question aloud after you. Then have group B repeat the answer after you. Have groups switch roles and ask / answer again.
- Tell students to look at the six pictures. Put students in pairs and assign one student to be Student A and the other student to be Student B. Tell A to make a question based on picture 1. Student B responds.

CDM Show an example of the dialog for each of the images.

• Then have students switch roles and run through the exercise again.

Answers

- 1. May I bring my bag inside? \rightarrow Yes, you may.
- 2. May I have food and drinks? \rightarrow No, you may not.
- 3. May I touch the art? \rightarrow No, you may not.
- 4. May I sketch pictures? \rightarrow Yes, you may.
- 5. May I use a video camera? \rightarrow No, you may not.
- 6. May I chew gum? \rightarrow No, you may not.

D 🕢 032 Chant. 5-10 min.

- Tell students to turn to **page 113**. Play **audio track 032**. First, students listen and read the chant silently.
- Assign half of the class to read role 1, and the other half to read role 2.
- Play the audio track again. This time tell the students to read along to their part out loud.

CDM Show the animation and lyrics to the chant to encourage students to chant along.

May we bring our bag in? May we bring our bag in? Yes, you may. Yes, you may. We may bring our bags in.

May we have food and drinks? May we have food and drinks?

No, you may not. No, you may not. We may not have food and drinks.

May we use a video camera? May we use a video camera? Yes, you may. Yes, you may. We may use a video camera.

May we chew gum in here? May we chew gum in here?

No, you may not. No, you may not. We may not chew gum in here.

May we sketch the pictures? May we sketch the pictures? Yes, you may. Yes, you may.

We may sketch the pictures. May we touch the art?

May we touch the art? No, you may not. No, you may not. We may not touch the art.

ve may not touch the art.

WB

More practice

Assign **pages 18 and 19** of the **Workbook** as homework for more practice. Alternatively, if time

remains, students can start on the Workbook in class. Workbook answers are on **page 105**.

Follow the Rules

Lesson 4

Lesson Objectives

Students will:

- encounter some of the target vocabulary and grammar while learning about an engaging topic
- practice using visual clues to assist in comprehension
- develop listening skills and answering questions about a text

Materials

- Hang Out Student Book, Workbook
- CD and A/V equipment or Classroom Digital Materials
- Optional: paper

Warm-up 5 min.

- Put students in small groups. Give each group one piece of paper.
- Tell students that they should imagine they are teachers and they can make the rules for the classroom.
- Give students 2–3 minutes to write a list of rules on the paper.
- Encourage students to use rules with both "must" and "may" and allow students to be creative.
- Ask for suggestions from several groups to see what rules they thought of.

Connect

A 💿 033 Listen and read. 15 min.

- Have students turn to pages 26 and 27.
- Point to the Eiffel Tower in the picture and ask students if they know where it is (Paris, France). Explain that students are going to learn about some rules in Paris as well as two other countries.
- Tell students to read along silently as they listen. Play audio track 033.
- Play the audio track again. This time, tell students to try to read aloud as they listen to the story.

CDM Show the animated slideshow.

B Answer the questions. 5 min.

- Focus students' attention on part B. Read the question and answer choices out loud.
- Tell students to circle the answers. Give students 1–2 minutes.
- Encourage students to use the text to help them answer the questions.

Every country has rules. These rules are called laws. Many laws keep us safe. However, some laws are a bit strange. The EIFF in Paris. year. D You r



The EiPAel Tower is a Pamous tower in Paris. Many people visit it every year. Do you want to take a photo? You must be careful. You must not take photos of it at night. However, you may take photos during the day.

Tower, Paris

The Eiffel

nRmæ

Listen and read.

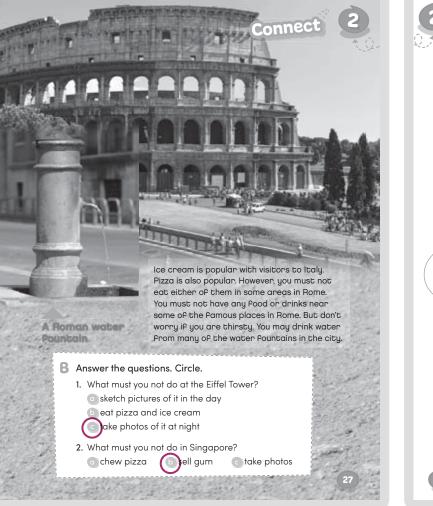


• Check answers as a class. Read the first question and select a student to give the answer. Repeat for the second question.

CDM Show students the correct answers on the screen.

🕲 💿 034 Listen and write. <u>10 min.</u>

- Have students turn to **page 28**. Give students directions about what they will hear. **1**. *"Let's listen. There are four students. They are talking about the reading. What do they say? Write the words that you hear."*
- Play audio track 034.
- Check answers. Read the sentence up to the answer choice and then stop. Ask students which word they heard. Make sure all students have written the correct word.
 - 1. You may <u>take photos</u> of the Eiffel Tower at night.
 - 2. People must not sell <u>gum</u> in Singapore.
 - 3. You must not eat chewing gum in Singapore.
 - 4. In some places in Rome, you must not have <u>food or</u> <u>drinks</u>.
- Play the audio track again for students to check their answers.



- Read sentence 1 to the students. Ask the students whether the girl is right. Tell students to circle Yes or No. Repeat for the rest of the sentences. Encourage students to use the text to help them answer.
- Check answers as a class.
 - **CDM** Go through the sentences one by one and have students come up and choose the answer.

D Summary 5 min.

- Focus students' attention on part D at the bottom of page 28. Tell the students to re-read the text on pages 26 and 27 and fill in the blanks with the words in the box. *"What are the rules in each place? Do you remember? Write. Look at the text again."*
- Check answers as a class.
- Call on students to make sentences using their answers. Stronger students can be encouraged to make several sentences and give a simple summary of the reading.

CDM Show students the correct answers on the screen.

More practice



Assign **page 20** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 105**.

Listen and write. Then answer the questions. 2 n You may People must not sell of the Eiffel Tower at nigh Singapore. Is he right? No Is she right? Yes 4 In some places in Rome, you must not have You must not chewing gum in Singapore. No Is he right? Is she right? Yes No

O What are the rules in these places? Read and write.

	You may	You must not	
Eiffel Tower	<u>take photos</u> during the day	take photos <u>at night</u>	
Singapore	eatgum		
Rome	drink <u>water</u> from the fountains	have food and drinks near famous places	

Follow the Rules

Lesson 5

Lesson Objectives

Students will:

- read an example writing paragraph
- prepare for a writing activity

Materials

- Hang Out Student Book, Workbook
- CD and A/V equipment or Classroom Digital Materials

Warm-up 5 min.

Telephone

- Write "You must / must not ..." and "You may / may not ..." on the board.
- Put students into groups so that there are at least 5 or 6 students per group. Ask the students to stand up and make a line with their group. For example, if you have three groups, there should be three lines.
- Tell the student at the back of each line to come to you. Whisper a sentence to each of the students. For example: 1 "You must wear headphones."
- Students must then return to their line and whisper the sentence to the next student. Students continue to whisper the sentence to the next person in line until it reaches the student at the front. The student at the front must then raise his / her hand and repeat the full sentence.
- The first team to call out the correct answer wins a point.
- Once students feel comfortable with the game, you can erase the sentence beginnings from the board to make it more challenging.

Writing

A Read the example. Underline all of the rules.

- Tell students to turn to **page 29**. Focus students' attention on the two paragraphs.
- Read each paragraph out loud and have students listen.
- Next, tell students to re-read the text by themselves and underline all of the rules.

CDM Show students the correct answers on the screen.

Read the example. Underline all of the rules.

I like the movie theater near my house. They have lots of good movies. I usually go there with my brother and sister on the weekend. But they have a lot of rules there. You <u>must turn off</u> your phone in the theater. You <u>must not shout or talk loudly</u> when the movie is on. People are there to enjoy the movie.

You may have food and drinks inside the theater. That's good because I love popcorn and soda. But you must not chew gum. Gum is sticky, and some people put it on the chairs. Also, you <u>must not use a</u> video camera inside the theater. I think these rules are all good.

Choose one place. Think about what people must or must not do, and what they may or may not do there. Fill in the chart.



Review 10-15 min.

- Have students turn to pages 20 and 21.
- Direct students' attention to the main picture. ① "Look at the picture." Call out a letter from a-h and ask students to say the word together, based on their answers from lesson 1. ① "A. What is the word?"
- Repeat by calling on individual students, saying a letter, and asking students to say the word.
- Direct students to part E on page 21.
- Put students in pairs and have them practice making sentences by reading the sentences in the box.
 Student A, you are Alex. Make a sentence."
- Have students look at the main picture and continue to make sentences about the key vocabulary in the main picture.
- Next, have students turn to page 25.
- Tell students to look at the vocabulary in part A.
- Call out a number from 1-8 and ask individual students to say the word. **1**. *"One. Mel, what is the word?"*
- Repeat with a different student for all eight words.
- Direct students to part C.
- Put students in pairs and assign one student to be Student A and the other student to be Student B. Tell A to make a question based on picture 1. Student B responds. **①** "Student A, make a question for picture number one. Student B, answer."

- Then students switch roles. Student B makes the question for picture 2, and Student A responds. (). "Now Student B make a question for picture number two. Student A, answer."
- Students continue until they have talked about all the pictures.

Willing preparation 10-15 min.

- Focus students' attention on the writing section at the bottom of **page 29**.
- Tell students to choose one of the public places from the list or their own idea if they prefer.
- Ask students to think about the rules in their chosen place and write them on the lines in the chart.
 Encourage students to use a mixture of rules with "may" and "must."
- Circulate and monitor the students, providing assistance where necessary.

CDM Show the students an example of a completed chart on the screen.

qu=qsiwfinU



- To wrap up the unit, ask students to turn to **page 82** in the Workbook.
- Make sure students have a pen or pencil.
- Direct students' attention to the words at the top of the page. Ask students to check all of the words they know. *Look at the words. Check the words you know.*
- Walk around the class to briefly gauge the words that students have difficulty with. If you see the same words unchecked by many of the students, review these words. Direct the students back to the pages that contain images of these words.
- Next, direct students' attention to the *l can* sentences on the second half of the page.
- Read out each sentence one by one, asking students to check the sentence if they can do it. Make sure that all students understand each sentence before moving on to the next.

I can sentences:

Speaking

- 1. I can talk about the rules in public places.
- 2. I can say what people must / may and must not / may not do.
- 3. I can ask and answer questions about rules in public places.

Listening

- 4. I can understand when someone talks about the rules in public places.
- 5. I can understand when someone asks a question about rules.

Reading

6. I can read and understand short passages about places and their rules.

Writing

7. I can write a few sentences telling about a place and what its rules are.

Writing

Assign **page 81** of the **Workbook** for students to complete the writing activity. This can be completed as homework or in class.

Portfolio writing sample answer

You must <u>not shout at a restaurant.</u> You <u>may use your phone.</u> You <u>may bring your bag inside.</u> You <u>may chew gum.</u> You may take notes.



More practice

Assign **page 21** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 105**.



Unit Objectives

- Kinds of pets
- Describing animals and preferences

Lesson Objectives

Students will be able to:

- recognize and name the first eight key vocabulary items
- describe preferences using *would rather* when given two choices

Vocabulary (Key words 1) rabbit

snake

go	dfish
kitt	en

lizard parrot turtle puppy

Core Structure

• Would rather for preference I would rather get a puppy than a rabbit.

Materials

- Hang Out Student Book, Workbook
- CD and A/V equipment or Classroom Digital Materials
- Optional: paper

Goal & Warm-up Question 5 min.

- Have students open their Student Book to page 30.
- Read the title of the lesson and the learning points. **CDM** Go to the **Aims** page and play the audio.
- Ask students the focus question. **(1)** "What kind of pet do you want?" Call on students individually to answer. If students have difficulty coming up with ideas, talk about what pet you have or you want. Encourage different students to give different answers.

A 💿 035 Listen and say. 5 min.



- Focus students' attention on the vocabulary list on the left-hand side of the page.
- Tell students to listen and repeat after the audio.
- **(***L*"Listen to the words. Look at the pictures and say the words."
- Play audio track 035. Make sure the students are following along and repeating the words.
- Play the audio track again, and have students point at the images on the left of the page.

CDM Go to the **Introduction** page and play the audio. **(CDM)** Use the Word Game function to provide

students with further vocabulary practice.

5 min.

- Focus students' attention on the main picture on pages 30 and 31
- Talk about the main picture; explain the situation shown in the picture. **(1)** *"Today, the family is at the pet* store. They are looking for a new pet. There are a lot of different animals in the store. There are puppies and kittens. There are also parrots and rabbits. Everyone wants a different pet. What other animals can you see?"
- Play audio track 036.

Emma: Today we're at the pet store. We're



choosing a new pet. There are so many animals to choose from. Everyone in my family likes different animals. Mom likes rabbits. She would rather get a rabbit than a **puppy**. But Brian loves puppies. Dad is looking at the **goldfish**. He would rather get a goldfish than a **turtle**. I like **kittens**, but I think I would rather get a **parrot** than a kitten. Parrots are interesting. Alex likes unique animals. He's looking at the lizards and snakes. He says he would rather get a lizard than any other pet. What kind of pet would you rather get?

CDM Take students on a virtual tour of the image, highlighting key words.

Lesson 1





CDM Play the animation. Use the *Caption* and *Script* functions to show students the script.

CDM Click the Show Label button to highlight key words and their images in the picture.

© • 037 Listen and write the letters on the picture. 5-10 min.

- Play **audio track 037**. Have students listen to each word and write the corresponding letters in the circles on the picture. **1** *"Listen. Find the word in the picture. Write the letter."*
- After students have found all of the words, call on them to point to where each animal is.

CDM To review key vocabulary, use the *Key Words* and *Flash Cards* functions.

CDM Repeat the activity with drag-and-drop labels.

D 💿 038 Song <u>10 min.</u>

- Tell students to turn to **page 114** where they will see the lyrics to the song. **(1)** *"Let's listen to a song. Turn to page 114."*
- Play **audio track 038**, and have students just listen the first time.
- Play the song again, but this time encourage the students to sing along with the song.

CDM Show the animation and lyrics to the song to encourage students to sing along.

Would you rather get a rabbit or a snake? Tell me, which one do you like? Would you rather get a rabbit or a snake? I would rather get a rabbit. I would rather get a rabbit.

Would they rather get a turtle or a lizard? Tell me, which one do they like? Would they rather get a turtle or a lizard?

They would rather get a lizard. They would rather get a lizard.

Would you rather get a kitten or a rabbit? Tell me, which one do you like? Would you rather get a kitten or a rabbit? We would rather get a kitten. We would rather get a kitten.

Would he rather get a parrot or a turtle? Tell me, which one does he like? Would he rather get a parrot or a turtle? He would rather get a parrot. He would rather get a parrot.

Would she rather get a goldfish or a puppy? Tell me, which one does she like? Would she rather get a goldfish or a puppy? She would rather get a puppy. She would rather get a puppy.

Look at the picture and say. 5-10 min.

- Tell students to look at the dialog box (part E) on **page 31**.
- Put students in pairs. **①** "Sit with a partner." Have them practice by reading the sentences in the box. **①** "Let's read together."

CDM Show students model sentences on the screen. Select from the eight key words to change the example dialog. Have students repeat after the audio each time.

- Have students look at the main picture and continue to make sentences using the key vocabulary in the main picture. (1) "Look at the picture. Talk about the picture with your partner."
- Choose two or three students and have them stand and make a sentence for the class.

More practice

WB

Assign **pages 22 and 23** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 105**. Shopping for a Pet

Lesson Objectives

Students will:

- become more familiar with target vocabulary and grammar through song
- practice reading a 'real-world' text
- prepare for and participate in a communicative activity with other students

Lesson 2

Materials

- Hang Out Student Book, Workbook
- CD and A/V equipment or Classroom Digital Materials

Warm-up 5 min. Tell students to look at the large picture on **pages 30 and 31**. As a review, ask students what they can see. Encourage different students to provide all of the words from vocabulary set 1 (introduced in lesson 1). Next, ask students to think about any pets they have

now or have had in the past. **1** "What pets do you have?" If students have never had a pet, ask them what kind of pet they would like to get.

Song

A 💿 039 Listen and sing. 15 min.

- Tell students to turn to the lyrics on **page 114**. Play **audio track 039**, and have students listen the first time.
- Play the song again, but this time encourage the students to sing along with the song.

CDM Show the animation and lyrics to the song to encourage students to sing along.

	039	6	Listen	and	sing.	Then	write
--	-----	---	--------	-----	-------	------	-------

- 1. I would rather get a <u>rabbit</u>
- 2. They would rather get a <u>lizard</u>
- 3. We would rather get a <u>kitten</u>
- 4. He would rather get a <u>parrot</u>
- 5. She would rather get a <u>puppy</u>

B Read and answer.

Reading

Emma's Diary

We're going to the pet store today. We are going to buy a new pet. I am very excited. Alex says he would rather get a . But I don't like them. I would rather get a than a snake. Brian wants to get a new puppy. But Mom says she would rather get a . than a puppy. Dad says he likes birds, but he would rather get a than a parrot. He says fish are easy to care for.

Which animals would they rather get?

- 1. Alex would rather get a <u>snake</u>
- 2. Emma would rather get a <u>kitten</u>
- 3. Emma's mom would rather get a <u>rabbit</u>
- Emma's dad would rather get a <u>goldfish</u>

Would you rather get a rabbit or a snake? Tell me, which one do you like? Would you rather get a rabbit or a snake? I would rather get a rabbit. I would rather get a rabbit.

Would they rather get a turtle or a lizard? Tell me, which one do they like? Would they rather get a turtle or a lizard? They would rather get a lizard. They would rather get a lizard.

Would you rather get a kitten or a rabbit? Tell me, which one do you like? Would you rather get a kitten or a rabbit? We would rather get a kitten. We would rather get a kitten.

Would he rather get a parrot or a turtle? Tell me, which one does he like? Would he rather get a parrot or a turtle? He would rather get a parrot. He would rather get a parrot.

Would she rather get a goldfish or a puppy? Tell me, which one does she like? Would she rather get a goldfish or a puppy? She would rather get a puppy. She would rather get a puppy. Song



• Tell students to turn to **page 32**. Focus students' attention on part A. Play **audio track 039** again and pause the track after each verse. Tell students to write the animals that they hear.

4.

6.

potato chips

cow

lion

horse

tiger

- Choose students to make sentences aloud to check the answers.
- (Optional) Play the audio track one more time for students to check their answers.

CDM Show students the correct answers on the screen.



3.

5.

plane

dog

French fries

car

puppy

B Read and answer. 10 min.

- Focus students' attention on the diary entry in the Reading section on **page 32**. Tell students to look at the images in the text and give them one minute to do so.
- Next, read the passage to the students, pausing at each picture. Elicit the word from students.
- Tell the students to write the animals in the blank spaces at the bottom of the page. Circulate and monitor the students, providing assistance where necessary.
- Finally, read the passage again, pausing after each sentence, and have the students repeat each sentence after you.

CDM Show the text and the correct answers to complete the sentences.



A Look at the pairs of choices. Choose one choice from each pair. Circle it. 5 min.

- Have students look at page 33.
- Tell students to look at the seven pairs of choices and to think about which one they would rather. Have students circle each of their choices.
- Give students 2–3 minutes to circle the choices.
- Circulate and monitor the students, providing assistance where necessary.

B Speaking activity **15** min.

- Focus students' attention on the model dialog. Select two students in the class to read the lines for each of the characters. ① "Can you read the dialog? You be Alex, and you be Steven."
- Put students in pairs. Assign one student to be Student A and the other student as Student B. Have Student A ask Student B the questions first. Student B listens and answers. Student A should check the boxes for the answer choices that Student B gives. **1** "Work with a partner. Student A ask first. Student B answer the questions."

CDM Use the model dialog to demonstrate the answer / question exchange, and how to complete the activity in B.

- Give students two or three minutes to finish the activity. Then Student B asks Student A the questions and Student A answers. **1**. *"OK. Now change. Student B ask the questions, and Student A answer."*

More practice



Assign **pages 24 and 25** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 106**. Shopping for o Pet

Lesson Objectives

Students will:

- encounter and explore a story linked to the theme of the unit
- be able to recognize and name the second eight key vocabulary items
- be able to compare two animals using adjectives

Vocabulary Key words 2

soft friendly

easy to care for clever

cute playful quiet active

Lesson 3

Expansion Structure

• Comparatives with adjectives Puppies are cuter than kittens. / Puppies are more friendly than kittens.

Materials

- Hang Out Student Book, Workbook
- CD and A/V equipment or Classroom Digital Materials

Warm-up 5 min.

Tell students to look back at the choices they made on **page 33**. Choose one student and ask him / her a question about one of the choices. **1**. "Would you rather travel by plane or by car?" **3**."I would rather travel by plane." Call on different students in the class and ask them what they would rather do.

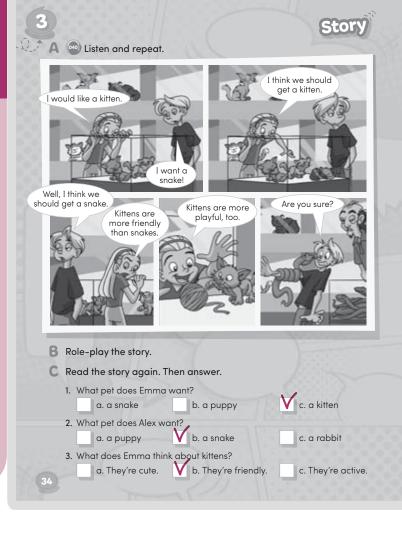


🗛 💿 040 Listen and repeat. <u>5 min.</u>

- Tell students to turn to **page 34**. Focus students' attention on the comic strip. Ask students two questions about the pictures and elicit answers.
 - 1. Point to Alex. (1. "Who is he?" (Alex)
- 2. Point to the snake in frame 5. (1) "What is that?" (a snake)
- Play **audio track 040**. The first time, students can just listen and follow along.
- Play the audio track a second time. Pause after each sentence and give students time to read and repeat.
 CDM Show students the animated story on the screen.

B Role-play the story. 5 min.

• Put students in groups of two. Assign each student a character from the story to play.



- Have students read through the story playing the part of the character.
- Have students swap roles and repeat.
- (Optional) Call on two or three groups of students to act out the story in front of the class.

CDM Choose one character in the story. Have students read the lines for the character.

🕲 Read the story again. Then answer. 🗌



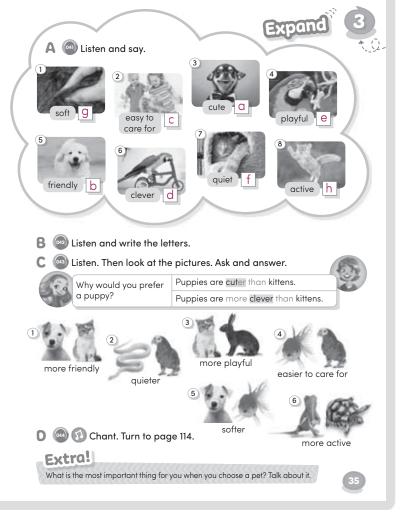
- Direct students' attention to part C.
- Read the questions out loud. Tell students to look at the possible answer choices and check one.
- Review answers as a class.
 CDM Show students the correct answers on the screen.



🗛 亟 041 Listen and say. <u>5 min.</u>

- Have students look at the vocabulary on page 35.
- Tell students to listen and repeat after the audio.
- Play **audio track 041**. Make sure the students are following along and repeating the words.

CDM Go to the **Expand** page and play the audio. CDM Use the *Word Game* function to provide students with further vocabulary practice.



B I 042 Listen and write the letters. 5-10 min.

- Have students take out a pencil or pen.
- Tell students they should look at the pictures in part A and write the letter they hear next to each picture.
- Play **audio track 042**. There are pauses in the audio recording to give students time to write, but you may want to pause the track to give them additional time if necessary.
- Review answers, calling on individual students. **1**, *"What is A?"*

CDM Play the audio and show the answers on the screen.

Contended on the second contend contended on the second contend contended on the second contend contended on the second conten

- Focus the students' attention on the model dialog in part C. Play **audio track 043**.
- Split the class into two halves, A and B. Instruct group A to repeat the question aloud after you. Then have group B repeat the answer after you. Have groups switch roles and ask / answer again.
- Tell students to look at the six sets of pictures. Put students in pairs and assign one student to be Student A and the other student to be Student B. Tell A to make a question based on picture set 1. Student B responds.
 - **CDM** Show an example of the dialog for each of the images.

• Then have students switch roles and run through the exercise again.

Answers

- Why would you prefer a puppy? → Puppies are more friendly than kittens.
- 2. Why would you prefer a snake? → Snakes are quieter than parrots.
- 3. Why would you prefer a kitten? → Kittens are more playful than rabbits.
- Why would you prefer a goldfish? → Goldfish are easier to care for than parrots.
- Why would you prefer a puppy? → Puppies are softer than goldfish.
- Why would you prefer a lizard? → Lizards are more active than turtles.

D 😡 044 Chant. <u>5-10 min.</u>

- Tell students to turn to **page 114**. Play **audio track 044**. First, students listen and read the chant silently.
- Assign half of the class to read role 1, and the other half to read role 2.
- Play the audio track again. This time tell the students to read along to their part out loud.

CDM Show the animation and lyrics to the chant to encourage students to chant along.

Who likes puppies?

Who likes puppies? I like puppies. I'll tell you why. Puppies are cuter than turtles. Puppies are cuter than turtles.

Who likes goldfish? Who likes goldfish?

I like goldfish. I'll tell you why. Goldfish are quieter than kittens. Goldfish are quieter than kittens.

Who likes parrots? Who likes parrots?

I like parrots. I'll tell you why. Parrots are more clever than snakes. Parrots are more clever than snakes.

Who likes rabbits? Who likes rabbits? I like rabbits. I'll tell you why. Rabbits are softer than lizards. Rabbits are softer than lizards.

More practice

Assign **pages 26 and 27** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 106**.

WB

Shopping foraPet

Lesson Objectives

Students will:

- encounter some of the target vocabulary and grammar while learning about an engaging topic
- practice using visual clues to assist in comprehension
- develop listening skills and answering questions about a text

Materials

- Hang Out Student Book, Workbook
- CD and A/V equipment or Classroom Digital Materials

Warm-up 5 min.

- Write "... are more ... -er than ..." on the board in one color.
- Using a separate color, fill in the blank spaces with the names of two animals and an adjective. For example, "Puppies are cuter than kittens."
- Ask students to raise their hands if they agree. **1** "Are puppies cuter than kittens? Raise your hands."
- Repeat with several other animals and adjectives to find out what most students in the class think.

Connect

🗛 💿 045 Listen and read. 15 min. 🤇

- Have students turn to pages 36 and 37.
- Point to the dog in the first picture and ask students what it is. Explain that the dog is working. Tell students they are going to learn more about some other animals that have jobs.
- Tell students to read along silently as they listen. Play audio track 045.

Play the audio track again. This time, tell students to try to read aloud as they listen to the story.
 CDM Show the animated slideshow.

B Answer the questions. 5 min.

- Focus students' attention on part B. Read the questions out loud.
- Tell students to complete the answers. Give students 1–2 minutes.
- Encourage students to use the text to help them answer the questions.
- Check answers as a class. Read the first question and select a student to give the answer. Repeat for the second question.

Many people have animals as pets. But did you know that some animals have jobs, too?



are blind or who can't see well. They can help people move around obstacles. They can help their owner cross the road and warn them of other dangers. Most guide dogs work for five or six years. Labradors and refrievers are good guide dogs. This is because they are more clever than other types of dogs.



CDM Show students the correct answers on the screen.

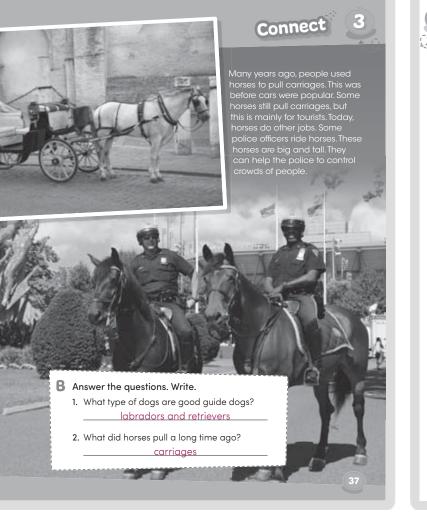
Constant and write. 10 min.

- Have students turn to **page 38**. Give students directions about what they will hear. **1**. "Let's listen. There are four students. They are talking about the reading. What do they say? Write the words that you hear."
- Play audio track 046.
- Check answers. Read the sentence up to the answer choice and then stop. Ask students which word they heard. Make sure all students have written the correct word.
 - 1. Guide dogs help people who cannot see.
 - 2. Falcons can fly very high and <u>slow</u>.
 - 3. Today, people use <u>dogs</u> to pull carriages.
 - 4. Some police officers ride horses.
- Play the audio track again for students to check their answers.
- Read sentence 1 to the students. Ask the students whether the girl is right. Tell students to circle Yes or No. Repeat for the rest of the sentences. Encourage students to use the text to help them answer.
- Check answers as a class.

alStudies

A 👜 Listen and read.

Lesson 4



CDM Go through the sentences one by one and have students come up and choose the answer.

D Summary 5 min.

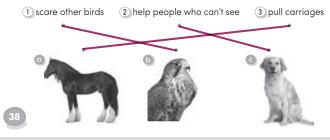
- Focus students' attention on part D at the bottom of page 38. Tell the students to re-read the text on pages 36 and 37 and match the animals to the jobs. *Which animal does which job? Do you remember? Draw lines. Look at the text again.*
- Check answers as a class.
- Call on students to make sentences using their answers. Stronger students can be encouraged to make several sentences and give a simple summary of the reading.
 - CDM Show students the correct answers on the screen.

More practice



Assign **page 28** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 106**.

Listen and write. Then answer the questions. 2 n Falcons can fly very high and Guide dogs help people who cannot see Is he right? | Yes No Is she right? Yes No 4 Some police officers ride Today, people use _ to pull carriages Is he right? Yes No No Is she right? Yes **D** Which animal does which job? Match and say the animal's name.



Shopping foraPet

Lesson Objectives

Students will:

- read an example writing paragraph
- prepare for a writing activity

Materials

- Hang Out Student Book, Workbook
- CD and A/V equipment or Classroom Digital Materials

Warm-up 5 min.

Picture It

- Write "... are more ... -er than ..." on the board.
- Choose two of the animals introduced in the unit.
- Without speaking, draw the animals on the board.
- Ask students to guess what they are. Tell students to raise their hands and choose one student. If the student guesses both animals correctly, ask him / her to make a sentence to compare the animals.
- If the sentence is grammatically correct, award the student / team a point. If the sentence is incorrect, choose another student to make a sentence.
- Once a student has guessed correctly, invite him / her to the board to draw the next two animals.

Writing

- A Read the example. Underline all of the animals that the student would like to get. Circle all of the words that describe the animals. 5 min.
- Tell students to turn to page 39. Focus students' attention on the two paragraphs.
- Read each paragraph out loud and have students listen.
- Next, tell students to re-read the text by themselves and circle all of the adjectives and underline all of the animals.

CDM Show students the correct answers on the screen.

A Read the example. Underline all of the animals that the would like to get. Circle all of the words that describe the animals.

I really like animals. I have some pets at home, but I would like to get some more pets. I would rather get a puppy than a kitten. I think puppies are more playful than kittens. Also, I would rather get a goldfish than a rabbit. Goldfish are easy to care for and that is good. I only have to feed a goldfish.

I don't like snakes, so I wouldn't like to have a pet snake. I would rather have a turtle than a parrot. Turtles are quieter than parrots. My friend has a turtle, and I think that turtles arecute

B Circle three animals you would like as a pet, and underline three animals you would not like.

oldfish rabbit	lizard po	arrot (kitten)
snake turtle		horse falcon
Now think of an adject chart.	ive for each animal you	would like. Fill in the
Animal I would like	Adjective	Animal I would not like
goldfish	quiet	parrot
puppy	cute	snake
kitten	active	rabbit

Review 10-15 min.

- Have students turn to pages 30 and 31.
- Direct students' attention to the main picture. **1** *"Look at* the picture." Call out a letter from a-h and ask students to say the word together, based on their answers from lesson 1. **()** "A. What is the word?"
- Repeat by calling on individual students, saying a letter, and asking students to say the word.
- Direct students to part E on page 31.
- Put students in pairs and have them practice making sentences by reading the sentences in the box. 🔃 "Student A, you are Emma. Make a sentence."
- Have students look at the main picture and continue to make sentences about the key vocabulary in the main picture.
- Next, have students turn to page 35.
- Tell students to look at the vocabulary in part A.
- Call out a number from 1-8 and ask individual students to say the word. **(1**, "One. Mel, what is the word?"
- Repeat with a different student for all eight words.
- Direct students to part C.
- Put students in pairs and assign one student to be Student A and the other student to be Student B. Tell A to make a guestion based on picture 1. Student B responds. **(i)** "Student A, make a question for picture number one. Student B, answer."

Lesson 5

- Then students switch roles. Student B makes the question for picture 2, and Student A responds. (). "Now Student B make a question for picture number two. Student A, answer."
- Students continue until they have talked about all the pictures.

Willing preparation 10-15 min.

- Focus students' attention on the writing section at the bottom of **page 39**.
- Tell students to think about what type of animals they would like as a pet, and what animals they would not like. Students should draw a circle around the animals they would like and underline the animals they would not like.
- Next, tell students to complete the chart below the list of animals. In the adjective column, students should think of an adjective that describes the pets they would like.
 - CDM Show the students an example of a completed chart on the screen.

qu=qawsthU



- To wrap up the unit, ask students to turn to **page 84** in the Workbook.
- Make sure students have a pen or pencil.
- Direct students' attention to the words at the top of the page. Ask students to check all of the words they know.
 Look at the words. Check the words you know."
- Walk around the class to briefly gauge the words that students have difficulty with. If you see the same words unchecked by many of the students, review these words. Direct the students back to the pages that contain images of these words.
- Next, direct students' attention to the *l can* sentences on the second half of the page.
- Read out each sentence one by one, asking students to check the sentence if they can do it. Make sure that all students understand each sentence before moving on to the next.

I can sentences:

Speaking

- 1. I can talk about which pets people would rather get.
- 2. I can compare different animals.

Listening

- 3. I can understand when someone talks about pets and their qualities.
- 4. I can understand when someone compares different animals.

Reading

5. I can read and understand short passages about pets and their qualities.

Writing

6. I can write a few sentences telling which pets I would like to have and what they are like.

Writing

Assign **page 83** of the **Workbook** for students to complete the writing activity. This can be completed as homework or in class.

Portfolio writing sample answer

I would like to get a <u>rabbit</u>. It is <u>playful</u>. I would rather get a <u>rabbit</u> than a <u>snake</u> because <u>a</u> <u>rabbit is more playful than a snake</u>.

More practice



Assign **page 29** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 106**.

1-3 Review 1

A Write the words. 10 min.

- Tell students to open their Student Book to page 40.
- Point to each of the pictures on the page. Say the word, and have students repeat.
- Make sure each student has something to write with.
- Point to picture 5 across (librarian) and ask students what it is. Write the word *librarian* on the board. Tell students to fill in the squares for 5 across on the puzzle.
- Tell students to look at the rest of the pictures and fill in the remaining squares.
- Encourage students to look back over units 1–3 to help with finding the answers and correct spelling.
- If students are having a difficult time with the words, or for weaker groups, you can write the list of words on the board.

B 💿 047 Listen. Then circle. 10 min.

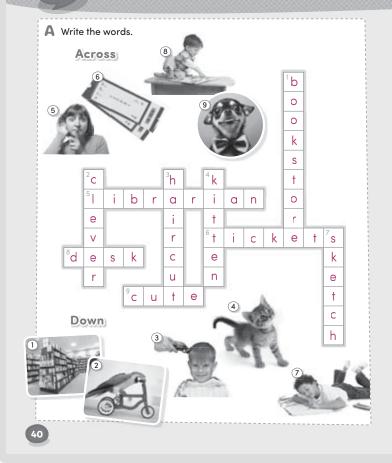
- Tell students they will listen to two children speaking. The first time, students should just listen.
- Play audio track 047.

Boy: Hi! What's that book you're reading? Girl: It's about how to look after my new puppy.



- Boy: Your new puppy is really friendly, and it's cuter than my pet lizard.
- Girl: But you love your lizard.
- Boy: Yes, I do. It's easy to care for but not very playful. I would rather have a parrot.
- Girl: You can care for my puppy.
- Boy: May I take it for a walk?
- Girl: Yes, of course. I have to go to the library now to return this book on time. Let's go together.
- Boy: Good idea. Do you have to show your library card when you return books?
- Girl: Yes, you do. You must show it to the librarian when you return a book or take one home.
- Boy: Great. I have my library card in my pocket. I can look for a book about how to care for lizards.
- Girl: That's a good idea. Come on puppy. Let's go for a walk.
- Next, read the four questions on **page 41**. Then point to the two answer choices for each question (a and b), and ask students to say what they can see.
- Make sure each student has something to write with. Tell the students they are going to listen to the two children talking again. This time, students should circle the correct answer choice.
- Play **track 047** again. If students struggle to keep up, pause the track after each answer is mentioned.
- Review answers as a class. Read the question, and call on different students to provide the answers.

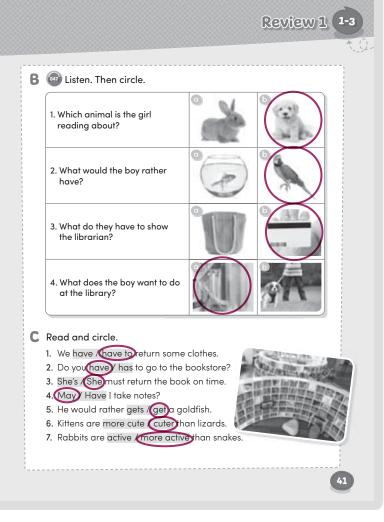
1-3 Review 1



• (Optional) Play **track 047** one more time to give students a chance to listen for any answers they may have missed the first time.

C Read and circle. 5 min.

- Focus students' attention on part C on page 41.
- Read each sentence or question out loud, including both of the possible answer choices. For example: ① "Number one. We have / have to return some clothes." Have students repeat after you for each sentence / question.
- Next, elicit the correct answer choice for sentence 1. Say to students: ① "We have return some clothes or we have to return some clothes?" Encourage students to provide the answer (have to). Tell students to circle the words have to.
- Now tell students to read each sentence by themselves and circle the correct word.
- Monitor and provide assistance if necessary.
- Give students 2–3 minutes to complete the activity.
- Go over answers as a class. Starting with sentence 2, choose a student and ask him / her to read out the correct sentence for each item. Make sure all students have circled the correct word.



D Look and read. Write Yes or No. 15 min.

- Have students look at page 42 and focus students' attention on the picture.
- Next, read the example sentence. **①** *"The family is taking a photo in the playground."* Tell students to look at the picture, and say whether this is true or not.
- Tell students to get their pencils ready. Read sentence number 1 and have students repeat. Tell students to look at the picture to find the answer and write either Yes or No.
- Repeat for sentences 2–5.
- Monitor and provide assistance to students if necessary.
- Go over answers as a class. Starting with sentence 1, read the sentence and then ask a student whether he / she wrote Yes or No.

-3 Review 1

42

D Look and read. Write Yes or No.



	Example: The family is taking a photo in the playground.	No
1.	The boy has to use his phone for the photo.	Yes
2.	His sister is wearing headphones for the photo.	No
3.	The boy isn't chewing gum.	Yes
4.	Dad is sketching a picture of the family.	No
5.	You can see four people smiling in the picture.	Yes



A Wonderful Vacation!

Unit Objectives

- Vacation and leisure activities
- Talking about future plans

Lesson Objectives

Students will be able to:

- recognize and name the first eight key vocabulary items
- talk about future plans

Vocabulary Key words 1

fly on an airplane watch a musical take a tour buy souvenirs stay at a hotel visit a museum go to an amusement park visit a castle

Lesson 1

Core Structure

• Present progressive (*be going to*) for future plans I am going to buy souvenirs.

Materials

- Hang Out Student Book, Workbook
- CD and A/V equipment or Classroom Digital Materials
- Optional: paper

Goal & Warm-up Question 5 min.

- Have students open their Student Book to page 44.
- Read the title of the lesson and the learning points. CDM Go to the Aims page and play the audio.
- Ask students the focus question. **①** "Where do you want to go on your next vacation?" Call on students individually to answer. If students have difficulty coming up with ideas, talk about where you want to go on your next vacation. Encourage different students to give different answers.

A 💩 048 Listen and say. 5 min.

- Focus students' attention on the vocabulary list on the left-hand side of the page.
- Tell students to listen and repeat after the audio.
 "Listen to the words. Look at the pictures and say the words."
- Play **audio track 048**. Make sure the students are following along and repeating the words.
- Play the audio track again, and have students point at the images on the left of the page.



CDM Go to the Introduction page and play the audio. CDM Use the *Word Game* function to provide students with further vocabulary practice.

B 💿 049 Look and listen. 5 min.

- Focus students' attention on the main picture on **pages 44 and 45**.
- Talk about the main picture; explain the situation shown in the picture. The family is going to go on vacation. They are thinking about all of the things they can do. Alex is holding a brochure. There are a lot of different activities that they can do on vacation. They can take a tour, watch a musical, or buy souvenirs. They can also visit a castle or go to an amusement park. What do you like to do when you go on vacation?"
- Play audio track 049.
- Alex: I'm so excited. My family is getting ready to go on our summer vacation. We're going abroad. We are going to fly on an airplane. I love planes. It's going to be great. We're going to stay at a big hotel. I'm going to visit a castle with my dad. Brian, Emma, and Mom are going to take a tour on a bus. On one evening, we're going to watch a musical together. We're all going to go to an amusement park and visit a museum. I want to buy souvenirs for all my friends, too. Vacations are fun.





CDM Take students on a virtual tour of the image, highlighting key words.

CDM Play the animation. Use the *Caption* and *Script* functions to show students the script.

CDM Click the Show Label button to highlight key words and their images in the picture.

© • 050 Listen and write the letters on the picture. 5-10 min.

- Play **audio track 050**. Have students listen to each word and write the corresponding letters in the circles on the picture. **1** *"Listen. Find the word in the picture. Write the letter."*
- After students have found all of the words, call on them to point to where each activity is.

CDM To review key vocabulary, use the *Key Words* and *Flash Cards* functions.

CDM Repeat the activity with drag-and-drop labels.

D 💿 051 Song <u>10 min.</u>

- Tell students to turn to **page 115** where they will see the lyrics to the song. **1** *"Let's listen to a song. Turn to page 115."*
- Play **audio track 051**, and have students just listen the first time.
- Play the song again, but this time encourage the students to sing along with the song.

CDM Show the animation and lyrics to the song to encourage students to sing along.

I'm going on vacation. I'm going to have a great time. I'm going to fly on an airplane. I'm going to fly on an airplane. Oh, what fun. Oh, what fun.

He's going on vacation. He's going to have a great time. He is going to stay at a hotel. He is going to stay at a hotel. Oh, what fun. Oh, what fun.

We're going on vacation. We're going to have a great time. We're going to visit a museum. We're going to visit a museum. Oh, what fun. Oh, what fun.

She's going on vacation. She's going to have a great time. She is going to take a tour. She is going to take a tour. Oh, what fun. Oh, what fun.

They're going on vacation. They're going to have a great time. They're going to buy souvenirs. They're going to buy souvenirs. Oh, what fun. Oh, what fun.

Look at the picture and say. 5-10 min.

- Tell students to look at the dialog box (part E) on page 45.
- Put students in pairs. **①** *"Sit with a partner."* Have them practice by reading the sentences in the box. **①** *"Let's read together."*

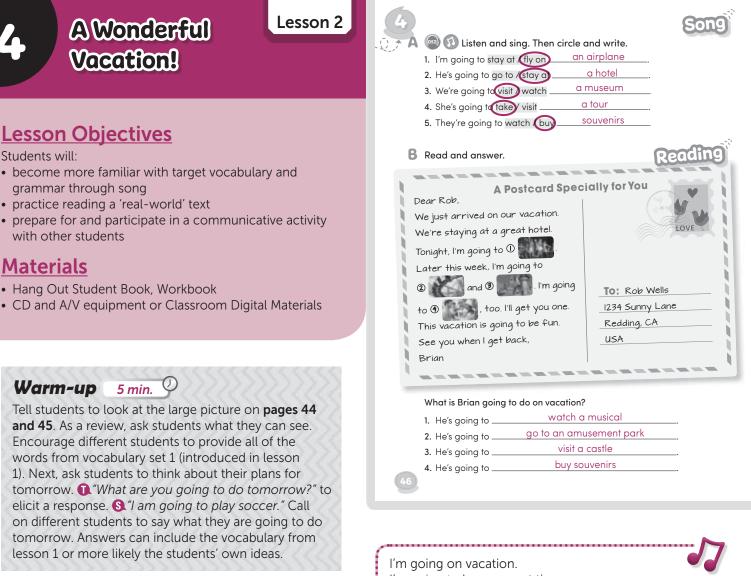
CDM Show students model sentences on the screen. Select from the eight key words to change the example dialog. Have students repeat after the audio each time.

- Have students look at the main picture and continue to make sentences using the key vocabulary in the main picture. **1** *"Look at the picture. Talk about the picture with your partner."*
- Choose two or three students and have them stand and make a sentence for the class.

More practice

Assign **pages 30 and 31** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 106**.

ŴR



Song

A 😡 052 Listen and sing. 15 min.

- Tell students to turn to the lyrics on **page 115**. Play **audio track 052**, and have students listen the first time.
- Play the song again, but this time encourage the students to sing along with the song.

CDM Show the animation and lyrics to the song to encourage students to sing along.

I'm going on vacation. I'm going to have a great time. I'm going to fly on an airplane. I'm going to fly on an airplane. Oh, what fun. Oh, what fun.

He's going on vacation. He's going to have a great time. He is going to stay at a hotel. He is going to stay at a hotel. Oh, what fun. Oh, what fun.

We're going on vacation. We're going to have a great time. We're going to visit a museum. We're going to visit a museum. Oh, what fun. Oh, what fun.

She's going on vacation. She's going to have a great time. She is going to take a tour. She is going to take a tour. Oh, what fun. Oh, what fun.

They're going on vacation. They're going to have a great time. They're going to buy souvenirs. They're going to buy souvenirs. Oh, what fun. Oh, what fun.

Think of a dif Write on the Mone		or each c		Wednesday	
Thursd	lay	Friday		Saturday	
	ur partner's plar				A resta
	u r partner's plar I going to do on l			g to visit a muse	eum.
		Monday?		g to visit a muse	aum.
What are you		Monday?	l'm goin	g to visit a muse	eum.
What are you Monday		Monday?	I'm goin uesday	g to visit a muse	eum.
What are you Monday Wednesday	going to do on l	Monday?	l'm goin uesday nursday	g to visit a muse	eum.

- Tell students to turn to **page 46**. Focus students' attention on part A. Play **audio track 052** again and pause the track after each verse. Tell students to circle the words that they hear and write the activities.
- (Optional) Play the audio track one more time for students to check their answers.

CDM Show students the correct answers on the screen.

Reading

B Read and answer. **10** min.

- Focus students' attention on the postcard in the Reading section on **page 46**. Tell students to look at the images in the text and give them one minute to do so.
- Next, read the passage to the students, pausing at each picture. Elicit the word from students.
- Tell the students to write the activities in the blank spaces at the bottom of the page. Circulate and monitor the students, providing assistance where necessary.
- Finally, read the passage again, pausing after each sentence, and have the students repeat each sentence after you.

CDM Show the text and the correct answers to complete the sentences.



A Think of a different activity for each day. Write on the notes. <u>5 min.</u>

- Have students look at **page 47**. Ask them what they can see to elicit that they are sticky notes.
- Tell students to imagine that they are going to go on vacation next week and to think about what they would like to do on each day. Ask students to write one activity for each day.
- Give students 2–3 minutes to write the activities.
- Circulate and monitor the students, providing assistance where necessary.

B Speaking activity 15 min.

- Focus students' attention on the model dialog. Select two students in the class to read the lines for each of the characters. ① "Can you read the dialog? You be Alex, and you be Brian."
- Put students in pairs. Assign one student to be Student A and the other student as Student B. Have Student A ask Student B the questions first. Student B listens and answers. Student A should write the activities next to each day. Work with a partner. Student A ask first. Student B answer the questions."

CDM Use the model dialog to demonstrate the answer / question exchange, and how to complete the activity in B.

- Give students two or three minutes to finish the activity. Then Student B asks Student A the questions and Student A answers. **1** *"OK. Now change. Student B ask the questions, and Student A answer."*
- Choose one student and ask him / her about his / her partner. **1** *"What is he / she going to do on Monday?"* After the student has responded, choose another student in the class. The first student should ask a question to the second student. Next, choose a third student. This time the second student asks a question to the third student. Continue the chain with each student first answering a question before asking the next student a question.

More practice



Assign **pages 32 and 33** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 106**.



A Wonderful Vacation!

Lesson 3

Lesson Objectives

Students will:

- encounter and explore a story linked to the theme of the unit
- be able to recognize and name the second eight key vocabulary items
- be able to talk about possibilities in the future

Vocabulary Key words 2

relax on the beach swim in the ocean build a sandcastle go surfing play in a swimming pool sail on a boat go fishing go on a cruise

Expansion Structure

• *Might* for future possibility He might go fishing tonight.

Materials

- Hang Out Student Book, Workbook
- CD and A/V equipment or Classroom Digital Materials

Warm-up 5 min.

Tell students to look back at the schedules they made on **page 47**. Choose one student and ask him / her a question about one of the days. **1** *"What are you going to do on Tuesday?"* **S** *"I'm going to visit a museum."* Call on different students in the class and ask them what they are going to do on different days of the week.



🗛 💿 053 Listen and repeat. <u>5 min.</u>

- Tell students to turn to **page 48**. Focus students' attention on the comic strip. Ask students two questions about the pictures and elicit answers.
 - 1. Point to Brian. 🕕 "Who is he?" (Brian)
 - 2. Point to Dad in frame 1. **①** "What is he doing?" (reading)
- Play **audio track 053**. The first time, students can just listen and follow along.
- Play the audio track a second time. Pause after each sentence and give students time to read and repeat.

CDM Show students the animated story on the screen.



B Role-play the story. 5 min.

- Put students in groups of two. Assign each student a character from the story to play.
- Have students read through the story playing the part of the character.
- Have students swap roles and repeat.
- (Optional) Call on two or three groups of students to act out the story in front of the class.

CDM Choose one character in the story. Have students read the lines for the character.

C Read the story again. Then answer.

- Direct students' attention to part C.
- Read the questions out loud. Tell students to look at the possible answer choices and check one.

5 min.

Review answers as a class.
 CDM Show students the correct answers on the screen.



A 💿 054 Listen and say. <u>5 min.</u>

- Have students look at the vocabulary on page 49.
- Tell students to listen and repeat after the audio.
- Play **audio track 054**. Make sure the students are following along and repeating the words.

CDM Go to the **Expand** page and play the audio.



CDM Use the *Word Game* function to provide students with further vocabulary practice.

B I 055 Listen and write the letters. 5-10 min.

- Have students take out a pencil or pen.
- Tell students they should look at the pictures in part A and write the letter they hear next to each picture.
- Play **audio track 055**. There are pauses in the audio recording to give students time to write, but you may want to pause the track to give them additional time if necessary.
- Review answers, calling on individual students. **1** "What is A?"

CDM Play the audio and show the answers on the screen.

© • 056 Listen. Then look at the pictures. Ask and answer. 10 min.

- Focus the students' attention on the model dialog in part C. Play **audio track 056**.
- Split the class into two halves, A and B. Instruct group A to repeat the question aloud after you. Then have group B repeat the answer after you. Have groups switch roles and ask / answer again.
- Tell students to look at the six pictures. Put students in pairs and assign one student to be Student A and the other student to be Student B. Tell A to make a question based on picture 1. Student B responds.

CDM Show an example of the dialog for each of the images.

• Then have students switch roles and run through the exercise again.

Answers

- 1. What might he do tonight? \rightarrow He might go fishing.
- 2. What might they do tomorrow? → They might go surfing.
- 3. What might they do next week? → They might sail on a boat.
- 4. What might they do next month? → They might go on a cruise.
- 5. What might they do today? → They might build a sandcastle.
- 6. What might he do tomorrow? → He might play in a swimming pool.

D 💿 057 Chant. 5-10 min.

- Tell students to turn to **page 115**. Play **audio track 057**. First, students listen and read the chant silently.
- Play the audio track again. This time tell the students to read along out loud.

CDM Show the animation and lyrics to the chant to encourage students to chant along.

We're on vacation. Yes! Yes! Yes! There are so many things to do.

l might go fishing tonight. I might go fishing tonight.

We're on vacation. Yes! Yes! Yes! There are so many things to do. He might sail on a boat tomorrow. He might sail on a boat tomorrow.

We're on vacation. Yes! Yes! Yes! There are so many things to do. She might build a sandcastle in two days. She might build a sandcastle in two days.

We're on vacation. Yes! Yes! Yes! There are so many things to do. They might go surfing this week. They might go surfing this week.

More practice

Assign **pages 34 and 35** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 107**.

NF

A Wonderful Vacation!

Lesson Objectives

Students will:

- encounter some of the target vocabulary and grammar while learning about an engaging topic
- practice using visual clues to assist in comprehension
- develop listening skills and answering questions about
 a text

Materials

- Hang Out Student Book, Workbook
- CD and A/V equipment or Classroom Digital Materials

Warm-up 5 min.

- Elicit a list of future time adverbs from students and write them on the board (e.g. tomorrow, next week, next month, tonight, etc.).
- Write "I might ... or ..." on the board.
- Choose one of the time phrases from the board and ask a student what he / she might do at that time. *What might you do next week?* Encourage students to give two or more options. *"I might swim in the ocean, or I might go surfing."*
- Repeat by asking several other students in the class.



A 💿 058 Listen and read. <u>10 min.</u>

- Have students turn to pages 50 and 51.
- Point to the tomatoes in the picture and ask students if they know what they are. Tell students they are going to learn more about a festival in Spain where people throw tomatoes at each other.
- Tell students to read along silently as they listen. Play audio track 058.
- Play the audio track again. This time, tell students to try to read aloud as they listen to the story.

CDM Show the animated slideshow.

B Answer the questions. 5 min.

- Focus students' attention on part B. Read the questions out loud.
- Tell students to circle the answers. Give students 1–2 minutes.
- Encourage students to use the text to help them answer the questions.
- Check answers as a class. Read the first question and select a student to give the answer. Repeat for the second question.

Lesson 4

A 💿 Listen and read.

THE TOMATINA

Tomato

Festiva

Pam

MADRID

SPAIN

There are a lot of festivals around the world. But the *Tomatina* is a special kind of festival.

The *Tomatina* is a festival in Buñol, Spain. Spain is in Europe. Buñol is close to the Mediterranean Sea. The festival happens every August. About 20,000 people have a tomato fight. They throw tomatoes for fun. It is a giant food fight.

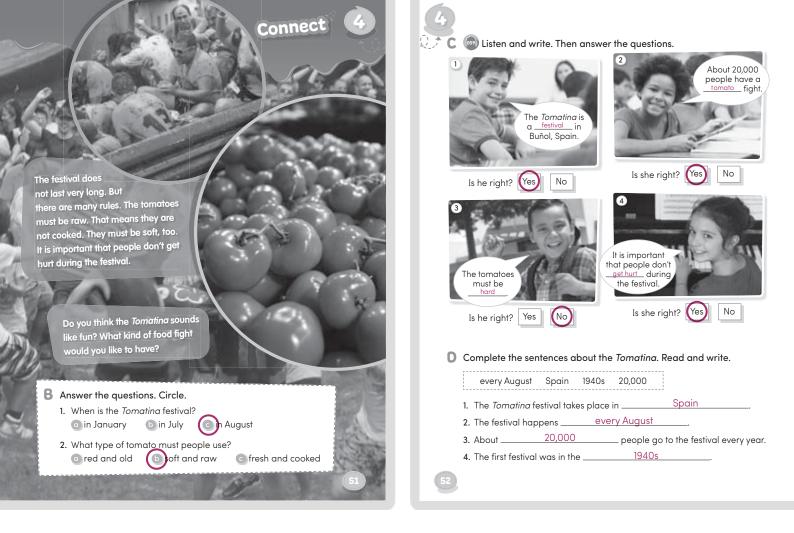


The first *Tomatina* was in the 1940s. The festival started with a small tomato fight. Then it got bigger and bigger. It became a tradition in Buñol.

CDM Show students the correct answers on the screen.

🕲 💩 059 Listen and write. <u>10 min.</u>

- Have students turn to **page 52**. Give students directions about what they will hear. **1** *"Let's listen. There are four students. They are talking about the reading. What do they say? Write the words that you hear."*
- Play audio track 059.
- Check answers. Read the sentence up to the answer choice and then stop. Ask students which word they heard. Make sure all students have written the correct word.
 - 1. The Tomatina is a festival in Buñol, Spain.
 - 2. About 20,000 people have a tomato fight.
 - 3. The tomatoes must be <u>hard</u>.
 - 4. It is important that people don't <u>get hurt</u> during the festival.
- Play the audio track again for students to check their answers.
- Read sentence 1 to the students. Ask the students whether the boy is right. Tell students to circle Yes or No. Repeat for the rest of the sentences. Encourage students to use the text to help them answer.
- Check answers as a class.



CDM Go through the sentences one by one and have students come up and choose the answer.

D Summary <u>5 min.</u>

- Focus students' attention on part D at the bottom of page 52. Tell the students to re-read the text on pages 50 and 51 and fill in the blanks with the words in the box.
 Complete the sentences about the Tomatina. Write. Look at the text again."
- Check answers as a class.
- Call on students to make sentences using their answers. Stronger students can be encouraged to make several sentences and give a simple summary of the reading.
 - CDM Show students the correct answers on the screen.

More practice



Assign **page 36** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 107**.

A Wonderful Vacation!

Lesson 5

Lesson Objectives

Students will:

- read an example writing paragraph
- prepare for a writing activity

<u>Materials</u>

- Hang Out Student Book, Workbook
- CD and A/V equipment or Classroom Digital Materials
- Optional: flashcards (one set)

Warm-up 5 min.

Missing Card

- Prepare one set of flashcards (from lesson 1 and lesson 3) and stick 10–12 of them facing up on the board.
- Write "I am going to ..." on the board.
- Tell students they have one minute to look at the board and remember all of the cards.
- Next, tell students to close their eyes or turn away from the board.
- Remove one of the cards from the board without the students seeing which one.
- Ask students to tell you which card is missing. Students should answer by using a full sentence.
 S "I am going to visit a museum."
- Award one point if the student answers correctly.
- Replace the card and repeat for several more rounds.

Writing)

- A Read the example. Underline all of the activities the girl is going to do. Circle the activities she might do. <u>5 min.</u>
- Tell students to turn to **page 53**. Focus students' attention on the two paragraphs.
- Read each paragraph out loud and have students listen.
- Next, tell students to re-read the text by themselves and underline all of the activities the girl is going to do and circle the activities she might do.

CDM Show students the correct answers on the screen.

Review 10-15 min.

- Have students turn to pages 44 and 45.
- Direct students' attention to the main picture. ① "Look at the picture." Call out a letter from a-h and ask students to say the word together, based on their answers from lesson 1. ① "A. What is the word?"
- Repeat by calling on individual students, saying a letter, and asking students to say the word.
- Direct students to part E on page 45.
- Put students in pairs and have them practice making sentences by reading the sentences in the box. *1* "Student A, you are Steven. Make a sentence."
- Have students look at the main picture and continue to make sentences about the key vocabulary in the main picture.
- Next, have students turn to page 49.
- Tell students to look at the vocabulary in part A.
- Call out a number from 1-8 and ask individual students to say the word. **1**. *"One. Mel, what is the word?"*
- Repeat with a different student for all eight words.
- Direct students to part C.
- Put students in pairs and assign one student to be Student A and the other student to be Student B. Tell A to make a question based on picture 1. Student B responds. ① "Student A, make a question for picture number one. Student B, answer."

B What is your partner going to do next school vacation? Ask and check.

go skiing fly on an airplane watch a musical visit a museum take a tour play with friends buy souvenirs visit a castle stay at a hotel go to an amusement park stay at home go on a picnic What might your partner also do? sail on a boat relax on the beach swim in the ocean go surfing build a sandcastle go fishing play in a swimming pool go on a cruise

A Read the example. Underline all of the activities the girl is going to do. Circle the activities she might do.

Next vacation, my friend Cathy is going to Hawaii with her family. They are going to <u>fly there on an airplane</u>. In Hawaii, they are going to <u>stay at a very big hotel</u>. They are going to <u>visit</u> <u>museums</u> around Hawaii. Cathy says she is going to <u>buy some</u> <u>souvenirs</u>. I hope she buys a souvenir for me.

My friend might go and clax on the beach There are many great beaches in Hawaii. She might wim in the ocean, too. The ocean there is nice and warm. She might build a sandcastle on the beach. She is good at building sandcastles. Hawaii sounds like fun.

- Then students switch roles. Student B makes the question for picture 2, and Student A responds. (). "Now Student B make a question for picture number two. Student A, answer."
- Students continue until they have talked about all the pictures.

Writing preparation 10-15 min.

- Focus students' attention on the writing section at the bottom of **page 53**.
- Put students in pairs and explain that they are going to work together.
- Tell students to think about what they are going to do on their next vacation and what they might do. Students should ask their partner and check all of the boxes that their partner answers.
- Circulate and monitor the students, providing assistance where necessary.

CDM Show the students an example of a completed chart on the screen.

qu=qawyfinU



- To wrap up the unit, ask students to turn to **page 86** in the Workbook.
- Make sure students have a pen or pencil.
- Direct students' attention to the words at the top of the page. Ask students to check all of the words they know.
 Look at the words. Check the words you know."
- Walk around the class to briefly gauge the words that students have difficulty with. If you see the same words unchecked by many of the students, review these words. Direct the students back to the pages that contain images of these words.
- Next, direct students' attention to the *l can* sentences on the second half of the page.
- Read out each sentence one by one, asking students to check the sentence if they can do it. Make sure that all students understand each sentence before moving on to the next.

I can sentences:

Speaking

- 1. I can talk about a vacation I'm going to take.
- 2. I can say what I'm going to do on vacation.
- 3. I can ask and answer questions about vacations and activities.

Listening

- 4. I can understand when someone talks about vacations and activities.
- 5. I can understand when someone asks a question about activities on a vacation.

Reading

6. I can read and understand short passages about vacations and activities.

Writing

7. I can write a few sentences telling about a vacation and what I'm going to do.

Writing

Assign **page 85** of the **Workbook** for students to complete the writing activity. This can be completed as homework or in class.

Portfolio writing sample answer

Dear Mike,

More practice

I'm going to <u>Australia with my family</u>. I'm going to fly on an airplane. I'm going to relax on the beach and build a sandcastle. I might swim in the ocean. It's going to be fun! See you later!

WB

Assign **page 37** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 107**.

Amazing Safari Animals

Unit Objectives

- Safari animals
- Comparing animals using adjectives and adverbs

Lesson Objectives

Students will be able to:

• recognize and name the first eight key vocabulary items

monkey

short

· compare animals with adjectives in the singular and plural forms

Vocabulary (Key words 1)

rhino

heavy

lion hairy giraffe strong

Lesson 1

mi

Core Structure

· Comparatives with adjectives (review) A monkey is shorter than a giraffe.

Materials

- Hang Out Student Book, Workbook
- CD and A/V equipment or Classroom Digital Materials
- Optional: paper

Goal & Warm-up Question 5 min.

- Have students open their Student Book to page 54.
- Read the title of the lesson and the learning points. (CDM) Go to the Aims page and play the audio.
- Ask students the focus question. (). "What is your favorite wild animal?" Call on students individually to answer. If students have difficulty coming up with ideas, describe some common wild animals that students might already be familiar with.

A 💿 060 Listen and say. 5 min.

- Focus students' attention on the vocabulary list on the left-hand side of the page.
- Tell students to listen and repeat after the audio. I "Listen to the words. Look at the pictures and say the words."
- Play audio track 060. Make sure the students are following along and repeating the words.
- Play the audio track again, and have students point at the images on the left of the page.

CDM Go to the **Introduction** page and play the audio. **(CDM)** Use the Word Game function to provide students with further vocabulary practice.

5 min.

- Focus students' attention on the main picture on pages 54 and 55
- Talk about the main picture; explain the situation shown in the picture. **1** "The family is on safari for their summer vacation. There's Steven. He's holding on to a heavy bag. He's very strong. There are a lot of animals on the safari. You can see giraffes, lions, monkeys, and rhinos."
- Play audio track 061.
 - Brian: We are on safari in Africa. There are lots of amazing things to do and see. We have a lot of things in our bags. My bag is really heavy. My dad's bag is heavy, too. But he is really strong. There are some cute animals on our jeep. They are meerkats. The baby one is **short**. There are a lot of other interesting animals, too. There's a tall giraffe, a strong lion, and a rhino. Can you see that tree? There's a **monkey**. The monkey is hairy. And this man is Pete. He is our guide. He has a big beard. His face is hairy, just like the monkey.

CDM Take students on a virtual tour of the image, highlighting key words.

CDM Play the animation. Use the Caption and Script functions to show students the script.



Amezing Seferi Animels





CDM Click the Show Label button to highlight key words and their images in the picture.

© 062 Listen and write the letters on the picture. 5-10 min.

- Play **audio track 062**. Have students listen to each word and write the corresponding letters in the circles on the picture. **1**. *"Listen. Find the word in the picture. Write the letter."*
- After students have found all of the words, call on them to point to where each animal is.

CDM To review key vocabulary, use the *Key Words* and *Flash Cards* functions.

CDM Repeat the activity with drag-and-drop labels.

D 💿 063 Song <u>10 min.</u>

- Tell students to turn to **page 116** where they will see the lyrics to the song. **1** *"Let's listen to a song. Turn to page 116."*
- Play **audio track 063**, and have students just listen the first time.
- Play the song again, but this time encourage the students to sing along with the song.

CDM Show the animation and lyrics to the song to encourage students to sing along.

We are on a safari.

There are so many animals to see. Lions, rhinos, monkeys, and giraffes. Monkeys are shorter than giraffes. Monkeys are shorter than giraffes.

We are on a safari.

There are so many animals to see. Lions, rhinos, monkeys, and giraffes. Giraffes are hairier than rhinos. Giraffes are hairier than rhinos.

We are on a safari. There are so many animals to see.

Lions, rhinos, monkeys, and giraffes. Rhinos are heavier than lions. Rhinos are heavier than lions.

We are on a safari. There are so many animals to see. Lions, rhinos, monkeys, and giraffes. Lions are stronger than monkeys. Lions are stronger than monkeys.

Look at the picture and say **5-10** min.

- Tell students to look at the dialog box (part E) on page 55.
- Put students in pairs. **①** "Sit with a partner." Have them practice by reading the sentences in the box. **①** "Let's read together."

CDM Show students model sentences on the screen. Select from the eight key words to change the example dialog. Have students repeat after the audio each time.

- Have students look at the main picture and continue to make sentences using the key vocabulary in the main picture. (1) "Look at the picture. Talk about the picture with your partner."
- Choose two or three students and have them stand and make a sentence for the class.

More practice



Assign **pages 38 and 39** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class.

Workbook answers are on page 107.

Amazing Safari Animals

Lesson 2

Lesson Objectives

Students will:

- become more familiar with target vocabulary and grammar through song
- practice reading a 'real-world' text
- prepare for and participate in a communicative activity with other students

<u>Materials</u>

- Hang Out Student Book, Workbook
- CD and A/V equipment or Classroom Digital Materials

Warm-up 5 min.

Tell students to look at the large picture on **pages 54** and 55. As a review, ask students what they can see. Encourage different students to provide all of the words from vocabulary set 1 (introduced in lesson 1). Next, ask students to think about an animal, either a wild one or a pet, and come up with a word to describe it. **1** *"Think of an animal. Can you describe it?"* **S** *"A dog is hairy."* Call on different students to talk about animals they know, and encourage them to use different answers. Answers can include the vocabulary from lesson 1 or the students' own ideas.

Song

A 💿 064 Listen and sing. 15 min.

- Tell students to turn to the lyrics on **page 116**. Play **audio track 064**, and have students listen the first time.
- Play the song again, but this time encourage the students to sing along with the song.

CDM Show the animation and lyrics to the song to encourage students to sing along.

		S	0			
🚳 🚺 Listen and sing. Then write and circle.						
1. Monkeys are _	shorter	than giraffes/ lions.				
2. Giraffes are	hairier	than monkeys (rhinos)				
3. Rhinos are	heavier	than (ions) giraffes.				
4. Lions are	stronger	_ than rhinos / monkeys				

B Read and answer.

Brian's Journal

What did Brian say about the safari?

 1. He saw ______ monkeys ______ and lions.

 2. The monkeys were ______ strong

 3. He saw ______ short _____ rhinos.

 4. He saw ______ giraffes ______

56

We are on a safari.

There are so many animals to see. Lions, rhinos, monkeys, and giraffes. Monkeys are shorter than giraffes. Monkeys are shorter than giraffes.

We are on a safari.

There are so many animals to see. Lions, rhinos, monkeys, and giraffes. Giraffes are hairier than rhinos. Giraffes are hairier than rhinos.

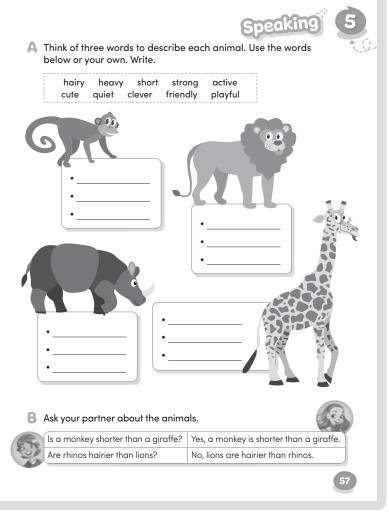
We are on a safari.

There are so many animals to see. Lions, rhinos, monkeys, and giraffes. Rhinos are heavier than lions. Rhinos are heavier than lions.

We are on a safari. There are so many animals to see.

Lions, rhinos, monkeys, and giraffes. Lions are stronger than monkeys. Lions are stronger than monkeys.

• Tell students to turn to **page 56**. Focus students' attention on part A. Play **audio track 064** again and pause the track after each verse. Tell students to write the adjectives and then circle the animals they hear.



- Choose students to make sentences aloud to check the answers.
- (Optional) Play the audio track one more time for students to check their answers.

CDM Show students the correct answers on the screen.

Reading

B Read and answer. 10 min.

- Focus students' attention on the journal in the Reading section on **page 56**. Tell students to look at the images in the text and give them one minute to do so.
- Next, read the passage to the students, pausing at each picture. Elicit the word from students.
- Tell the students to write the names of the animals or the adjectives in the blank spaces at the bottom of the page. Circulate and monitor the students, providing assistance where necessary.
- Finally, read the passage again, pausing after each sentence, and have the students repeat each sentence after you.

CDM Show the text and the correct answers to complete the sentences.



A Think of three words to describe each animal. Use the words below or your own. Write. 5 min.

- Have students look at page 57.
- Tell students to look at each animal and choose three adjectives to describe the animal. Students can use the words provided in the box (which includes words previously taught in unit 3) or their own words if they like.
- Give students 2–3 minutes to write the adjectives.
- Circulate and monitor the students, providing assistance where necessary.

B Speaking activity 15 min.

- Focus students' attention on the model dialog. Select two students in the class to read the lines for each of the characters. **1** *"Can you read the dialog? You be Brian, and you be Emma."*
- Put students in pairs. Assign one student to be Student A and the other student as Student B. Have Student A ask Student B the questions first. Student B listens and answers. **1** *"Work with a partner. Student A ask first. Student B answer the questions."*

CDM Use the model dialog to demonstrate the answer / question exchange, and how to complete the activity in B.

• Give students two or three minutes to finish the activity. Then Student B asks Student A the questions and Student A answers. **1***CK. Now change. Student B ask the questions, and Student A answer.*"



Assign **pages 40 and 41** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 107**.

 \mathcal{N}

52

🗛 💿 065 Listen and repeat. [

- 5 min. • Tell students to turn to page 58. Focus students'
- attention on the comic strip. Ask students two guestions about the pictures and elicit answers.
- 1. Point to Brian. ("Who is he?" (Brian)
- 2. Point to the giraffe in frame 4. **(1)** "What is that?" (a giraffe)
- Play audio track 065. The first time, students can just listen and follow along.
- Play the audio track a second time. Pause after each sentence and give students time to read and repeat. **CDM** Show students the animated story on the screen.

B Role-play the story. 5 min.

• Put students in groups of two. Assign each student a character from the story to play.

• Have students read through the story playing the part of the character.

c. move quickly

c. a lion

- Have students swap roles and repeat.
- (Optional) Call on two or three groups of students to act out the story in front of the class.

CDM Choose one character in the story. Have students read the lines for the character.

C Read the story again. Then answer. 5 min.

- Direct students' attention to part C.
- Read the questions out loud. Tell students to look at the possible answer choices and check one.
- Review answers as a class. (CDM) Show students the correct answers on the screen.

Expan

🗛 回 066 Listen and say.

- 5 min. • Have students look at the vocabulary on page 59.
- Tell students to listen and repeat after the audio.
- Play audio track 066. Make sure the students are following along and repeating the words.

(CDM) Go to the **Expand** page and play the audio. **CDM** Use the Word Game function to provide students with further vocabulary practice.

Lesson Objectives

Animals

Students will:

• encounter and explore a story linked to the theme of the unit

Amazing Safari

- be able to recognize and name the second eight key vocabulary items
- be able to compare animals' movement with adverbs

slowly

Vocabulary [Key words 2] hippo

buffalo noisily

cheetah silently

tiger quickly

Lesson 3

Expansion Structure

 Comparatives with adverbs A hippo moves more slowly than a cheetah.

Materials

- Hang Out Student Book, Workbook
- CD and A/V equipment or Classroom Digital Materials

Warm-up 5 min.

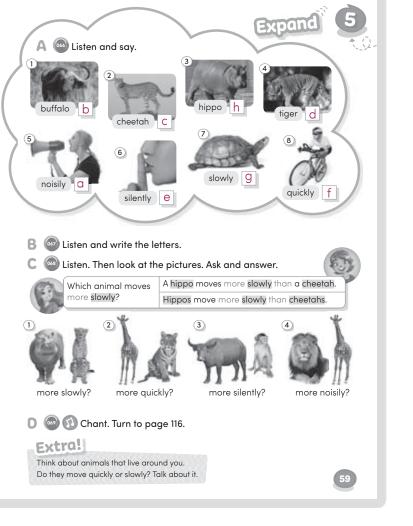
Tell students to look back at the adjectives they wrote on page 57. Choose one student and ask him / her a question about one of the animals. **1** "Is a monkey" shorter than a giraffe?" 🕄 "Yes, a monkey is shorter than a giraffe." Call on different students in the class and ask them about the different animals using a variety of the adjectives.



B Role-play the story. C Read the story again. Then answer. 1. What is Brian's favorite animal? b. a lion a. a cheetah 2. What did Alex say cheetahs do? a. eat noisily b. run slowly 3. Who ate Brian's food? b. a giraffe a. Alex 58



Listen and repeat.



B I 067 Listen and write the letters. 5-10 min.

- Have students take out a pencil or pen.
- Tell students they should look at the pictures in part A and write the letter they hear next to each picture.
- Play **audio track 067**. There are pauses in the audio recording to give students time to write, but you may want to pause the track to give them additional time if necessary.
- Review answers, calling on individual students. **1** *"What is A?"*

CDM Play the audio and show the answers on the screen.

Contended on the second second

- Focus the students' attention on the model dialog in part C. Play **audio track 068**.
- Split the class into two halves, A and B. Instruct group A to repeat the question aloud after you. Then have group B repeat the answer after you. Have groups switch roles and ask / answer again.
- Tell students to look at the four sets of pictures. Put students in pairs and assign one student to be Student A and the other student to be Student B. Tell A to make a question based on picture set 1. Student B responds.

CDM Show an example of the dialog for each of the images.

• Then have students switch roles and run through the exercise again.

Answers

- Which animal moves more slowly? → A hippo moves more slowly than a cheetah.
- 2. Which animal moves more quickly? → A tiger moves more quickly than a giraffe.
- 3. Which animal moves more silently? \rightarrow A monkey moves more silently than a buffalo.
- Which animal moves more noisily? → A lion moves more noisily than a giraffe.

D 💿 069 Chant. <u>5-10 min.</u>

- Tell students to turn to **page 116**. Play **audio track 069**. First, students listen and read the chant silently.
- Assign half of the class to read role 1, and the other half to read role 2.
- Play the audio track again. This time tell the students to read along to their part out loud.

CDM Show the animation and lyrics to the chant to encourage students to chant along.

Animals are awesome. Are they all the same?

No! Animals are different.

- Animals are different.
- A cheetah moves quickly.
- A cheetah moves more quickly than a hippo.

Animals are awesome.

Are they all the same?

- No! Animals are different.
- Animals are different.
- A hippo moves slowly.
- A hippo moves more slowly than a cheetah.

Animals are awesome.

- Are they all the same? No! Animals are different.
 - Animals are different.
 - A tiger moves silently.
 - A tiger moves more silently than a buffalo.

Animals are awesome.

- Are they all the same?
 - No! Animals are different. Animals are different.
 - A buffalo moves noisily.
 - A buffalo moves more noisily than a tiger.

More practice

Assign pages 42 and 43 of the Workbook as

homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 107**.

ŴF

Amazing Safari Animals

Lesson 4

Lesson Objectives

Students will:

- encounter some of the target vocabulary and grammar while learning about an engaging topic
- practice using visual clues to assist in comprehension
- develop listening skills and answering questions about a text

Materials

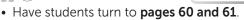
- Hang Out Student Book, Workbook
- CD and A/V equipment or Classroom Digital Materials
- Optional: flashcards (one set)

Warm-up 5 min.

- Print one set of flashcards that includes all of the animals from the unit. You may also like to prepare the animal flashcards from unit 3 also.
- Write "more / -er than" on the board.
- Choose two of the animal flashcards and hold them up so that students can see. Tell students they should try to make a sentence comparing the two animals.
- Ask students to raise their hands. Choose one student and ask him / her to make a sentence. Students can make a sentence using an adjective or an adverb.
- Repeat until you have gone through all of the animals.



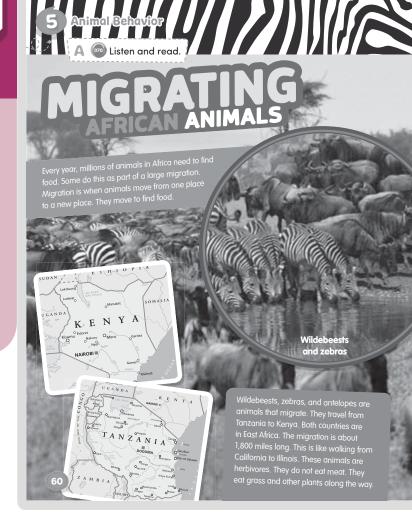
🗛 💿 070 Listen and read. 15 min.



- Point to the zebras in the picture and ask students if they know what they are. Explain that zebras live in Africa. Tell students they are going to learn more about some African animals and what they do each year.
- Tell students to read along silently as they listen. Play audio track 070.
- Play the audio track again. This time, tell students to try to read aloud as they listen to the story.
 - **CDM** Show the animated slideshow.

B Answer the questions. 5 min.

- Focus students' attention on part B. Read the questions out loud.
- Tell students to complete the answers. Give students 1–2 minutes.
- Encourage students to use the text to help them answer the questions.



• Check answers as a class. Read the first question and select a student to give the answer. Repeat for the second question.

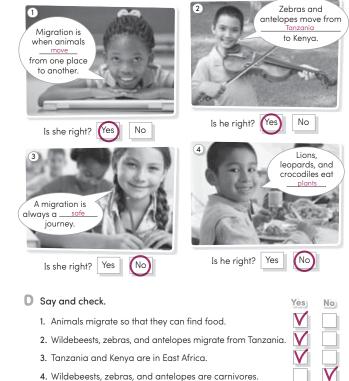
CDM Show students the correct answers on the screen.

🕲 💿 071 Listen and write. <u>10 min.</u> 🖓

- Have students turn to **page 62**. Give students directions about what they will hear. **1** *"Let's listen. There are four students. They are talking about the reading. What do they say? Write the words that you hear."*
- Play audio track 071.
- Check answers. Read the sentence up to the answer choice and then stop. Ask students which word they heard. Make sure all students have written the correct word.
 - 1. Migration is when animals <u>move</u> from one place to another.
 - 2. Zebras and antelopes move from <u>Tanzania</u> to Kenya.
- 3. A migration is always a <u>safe</u> journey.
- 4. Lions, leopards, and crocodiles eat plants.
- Play the audio track again for students to check their answers.
- Read sentence 1 to the students. Ask the students whether the girl is right. Tell students to circle Yes or No. Repeat for the rest of the sentences. Encourage students to use the text to help them answer.



C O Listen and write. Then answer the questions.



- 5. In Africa, animal migrations only happen in July.
- 6. People go on safari to see animals migrate.

• Check answers as a class.

CDM Go through the sentences one by one and have students come up and choose the answer.

D Summary 5 min.

- Focus students' attention on part D at the bottom of **page 62**. Tell the students to re-read the text on **pages 60 and 61** and check Yes or No depending on whether the sentences are correct or not. **1** *"Read the sentences. Are they correct? Do you remember? Check. Look at the text again."*
- Check answers as a class.
- Call on students to make sentences using their answers. Stronger students can be encouraged to make several sentences and give a simple summary of the reading.
 - CDM Show students the correct answers on the screen.

More practice

Assign **page 44** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 108**.

WB

Amazing Safari Animals

Lesson 5

Lesson Objectives

Students will:

- read an example writing paragraph
- prepare for a writing activity

Materials

- Hang Out Student Book, Workbook
- CD and A/V equipment or Classroom Digital Materials

Warm-up 5 min.

Spelling Train

- Divide the class into two teams, Team A and Team B. Ask each team to stand / sit in a line.
- Tell the teams you are going to ask them to spell some of the animal names from the unit. Give the teams a word (don't write it down). For example:
 "Can you spell monkey?"
- Team A starts first. Each member of Team A should give one letter of the word in order. They should not confer within the team. For example, Student 1 says:
 "M", Student 2 says: "o", etc. If a team member hesitates too long or makes a mistake, that team's turn ends, and Team B takes over from the beginning of the word.
- Teams keep taking turns until one team spells the word correctly without mistake or hesitation. That team wins a point.
- Continue the game with another word to spell.
- The team with the most points is the winner.
- Make sure the game is fast-paced and fun.

Writing)

- A Read the example. Underline all of the animals. Circle all of the adjectives and adverbs. 5 min.
- Tell students to turn to **page 63**. Focus students' attention on the two paragraphs.
- Read each paragraph out loud and have students listen.
- Next, tell students to re-read the text by themselves and underline all of the animals and circle all of the adjectives and adverbs.

CDM Show students the correct answers on the screen.

Read the example. Underline all of the animals. Circle all of the adjectives and adverbs.

The animals in Africa are amazing I want to go on a safari one day. I want to see giraffes. They are very big and tall I think giraffes are neavier than lions. But lions are stronger than giraffes. They can kill animals bigger than them.

> Lions move fast when they hunt. But cheetahs are even faster. They move more quickly than lions and tigers. In fact, cheetahs move more quickly than all other animals on land.

Compare the animals below. Use the adjectives or adverbs below or use your own. Fill in the chart.

Animals buffalo, cheetah, giraffe, hippo, lion, monkey, rhino, tiger Adjectives hairy, heavy, short, strong, active, cute, quiet, clever, friendly, playful Adverbs loudly, quickly, silently, slowly

Animal 1	Adjective / Adverb	Animal 2
monkey	playful	hippo
buffalo	heavy	monkey
rhino	strong	tiger
cheetah	quickly	buffalo
giraffe	slowly	hippo

Review 10-15 min.

- Have students turn to pages 54 and 55.
- Direct students' attention to the main picture. ① "Look at the picture." Call out a letter from a-h and ask students to say the word together, based on their answers from lesson 1. ① "A. What is the word?"
- Repeat by calling on individual students, saying a letter, and asking students to say the word.
- Direct students to part E on page 55.
- Put students in pairs and have them practice making sentences by reading the sentences in the box.
 Student A, you are Brian. Make a sentence."
- Have students look at the main picture and continue to make sentences about the key vocabulary in the main picture.
- Next, have students turn to page 59.
- Tell students to look at the vocabulary in part A.
- Call out a number from 1-8 and ask individual students to say the word. **1**. *"One. Mel, what is the word?"*
- Repeat with a different student for all eight words.
- Direct students to part C.
- Put students in pairs and assign one student to be Student A and the other student to be Student B. Tell A to make a question based on picture 1. Student B responds. Student A, make a question for picture number one. Student B, answer."

- Then students switch roles. Student B makes the question for picture 2, and Student A responds. (Now Student B make a question for picture number two. Student A, answer."
- Students continue until they have talked about all the pictures.

Writing preparation 10-15 min.

- Focus students' attention on the writing section at the bottom of **page 63**.
- Tell students to complete the chart with the names of animals and adverbs or adjectives.
- Tell students they can use the animals listed on the page or they can think of their own. Also, encourage students to use a variety of adjectives and adverbs.
- Circulate and monitor the students, providing assistance where necessary.

CDM Show the students an example of a completed chart on the screen.

qu=qstwfinU



- To wrap up the unit, ask students to turn to **page 88** in the Workbook.
- Make sure students have a pen or pencil.
- Direct students' attention to the words at the top of the page. Ask students to check all of the words they know. *Look at the words. Check the words you know.*
- Walk around the class to briefly gauge the words that students have difficulty with. If you see the same words unchecked by many of the students, review these words. Direct the students back to the pages that contain images of these words.
- Next, direct students' attention to the *l can* sentences on the second half of the page.
- Read out each sentence one by one, asking students to check the sentence if they can do it. Make sure that all students understand each sentence before moving on to the next.

I can sentences:

Speaking

- 1. I can talk about animals and what they look like.
- 2. I can say how animals move.
- 3. I can compare animals with each other.

Listening

- 4. I can understand when someone talks about animals.
- 5. I can understand when someone compares two animals.

Reading

6. I can read and understand short passages about what animals look like and how they act.

Writing

7. I can write a few sentences telling about and comparing animals.

Writing

Assign **page 87** of the **Workbook** for students to complete the writing activity. This can be completed as homework or in class.

Portfolio writing sample answer

The <u>monkey</u> is <u>more playful</u> than the <u>hippo</u>. But the <u>hippo</u> is <u>stronger</u> than the <u>monkey</u>. <u>The giraffe is taller than the lion</u>. But the lion moves more quickly than the giraffe.



More practice

Assign **page 45** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are are on **page 108**.

Goingtothe

Unit Objectives

- Health problems
- Giving advice

Lesson Objectives

Students will be able to:

- recognize and name the first eight key vocabulary items
- describe simple medical symptoms

Vocabulary Key words 1

cold broken arm fever runny nose cough bruise headache stomachache

Core structure

• *Have / Has* to describe symptoms I have a cold. / She has a fever.

Materials

- Hang Out Student Book, Workbook
- CD and A/V equipment or Classroom Digital Materials
- Optional: paper

Goal & Warm-up Question 5 min.

- Have students open their Student Book to page 64.
- Read the title of the lesson and the learning points. CDM Go to the Aims page and play the audio.
- Ask students the focus question. M"What do you do when you feel sick?" Call on students individually to answer. If students have difficulty coming up with ideas, give the students one example of what you might do if you are sick.

🗛 亟 072 Listen and say. 🚺 5 m

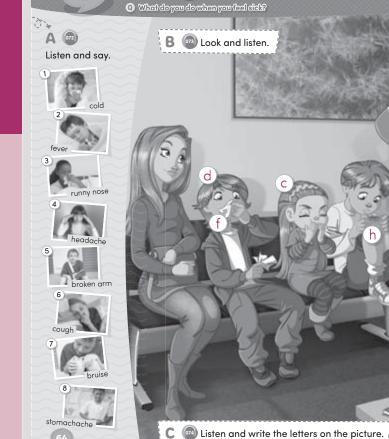
5 min. 🮐

- Focus students' attention on the vocabulary list on the left-hand side of the page.
- Tell students to listen and repeat after the audio.
- **1** "Listen to the words. Look at the pictures and say the words."
- Play **audio track 072**. Make sure the students are following along and repeating the words.
- Play the audio track again, and have students point at the images on the left of the page.

CDM Go to the Introduction page and play the audio. CDM Use the Word Game function to provide students with further vocabulary practice.

B 💿 073 Look and listen. 5 min.

- Focus students' attention on the main picture on pages 64 and 65.
- Talk about the main picture; explain the situation shown in the picture. **1***.* "Emma, Brian, and Alex are at the doctor. They are sick. Everyone has a different problem. Brian has a cold. Emma has a cough, and Alex has a bruise on his knee. There are a lot of other children waiting to see the doctor, too. One girl has a headache and one boy has a stomachache. Another boy has a fever. He looks very sick."
- Play audio track 073.
 - Emma: Uh-oh. I feel sick today. We are waiting at the doctor's office. I have a **cough**. And Brian has a **cold**. He has a **runny nose** because of his cold. Alex is here, too. He's not sick, though. He just hurt himself. He fell out of a tree, so now he has a **bruise** on his leg. There are a lot of other children waiting to see the doctor, too. One boy has a **fever**. The nurse is talking to him now. He looks really hot. Another girl has a **headache**. The boy sitting next to her has a **broken arm**. Ouch! His brother has a **stomachache**. He should take some medicine. What do you do when you feel sick?





Lesson 1

ange

) Coing to the Doctor



(CDM) Take students on a virtual tour of the image, highlighting key words.

CDM Play the animation. Use the Caption and Script functions to show students the script.

(CDM) Click the Show Label button to highlight key words and their images in the picture.

C 💿 074 Listen and write the letters on the picture. 5-10 min.

- Play audio track 074. Have students listen to each word and write the corresponding letters in the circles on the picture. **(1)** *"Listen. Find the word in the picture. Write the* letter."
- After students have found all of the words, call on them to point to the person with each symptom.

(CDM) To review key vocabulary, use the Key Words and Flash Cards functions.

CDM Repeat the activity with drag-and-drop labels.

D 💿 075 Song 10 min.

- Tell students to turn to page 117 where they will see the lyrics to the song. (!! Let's listen to a song. Turn to page 117."
- Play audio track 075, and have students just listen the first time.
- Play the song again, but this time encourage the students to sing along with the song.

CDM Show the animation and lyrics to the song to encourage students to sing along.

Friend, friend. What's wrong with him? He has a cold. Let's take care of him. Friend, friend. What's wrong with her? She has a fever. Let's take care of her. Friend, friend. What's wrong with them? They have a runny nose. Let's take care of them. Friend, friend. What's wrong with me? You have a cough. Let's take care of you. Friend, friend. What's wrong with you? I have a stomachache. Please take care of me.

Look at the picture and say. 5-10 min.

- Tell students to look at the dialog box (part E) on page 65.
- Put students in pairs. **1** "Sit with a partner." Have them practice by reading the sentences in the box. **1** "Let's read together."

(CDM) Show students model sentences on the screen. Select from the eight key words to change the example dialog. Have students repeat after the audio each time.

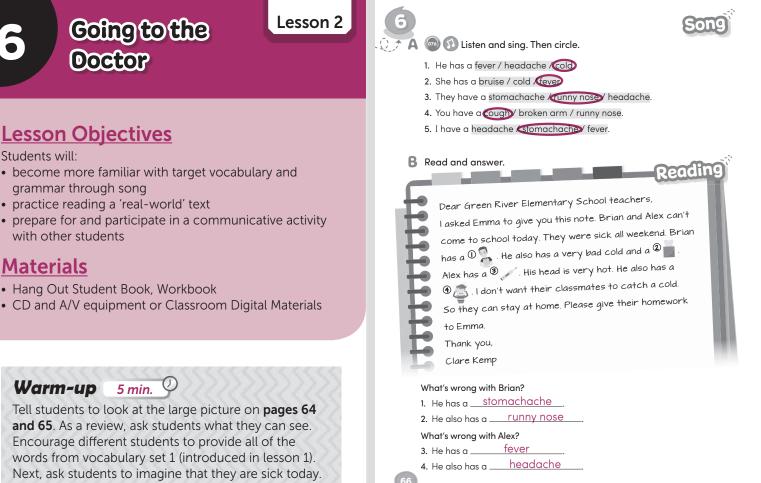
- Have students look at the main picture and continue to make sentences using the key vocabulary in the main picture. **(1)** "Look at the picture. Talk about the picture" with your partner."
- Choose two or three students and have them stand and make a sentence for the class.

More practice

Assign pages 46 and 47 of the Workbook as



homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on page 108.



Ask the question: **(1)** "What's wrong with you?" to elicit a response. **(3**." *I have a cough.*" Call on different students and ask them the same question. Encourage different students to provide a variety of answers.



Lesson Objectives

grammar through song

Warm-up 5 min.

with other students

Students will:

Materials

A 💿 076 Listen and sing. 15 min.

- Tell students to turn to the lyrics on page 117. Play audio track 076, and have students listen the first time.
- Play the song again, but this time encourage the students to sing along with the song.

CDM Show the animation and lyrics to the song to encourage students to sing along.

Friend, friend. What's wrong with him? He has a cold. Let's take care of him.

Friend, friend. What's wrong with her? She has a fever. Let's take care of her.

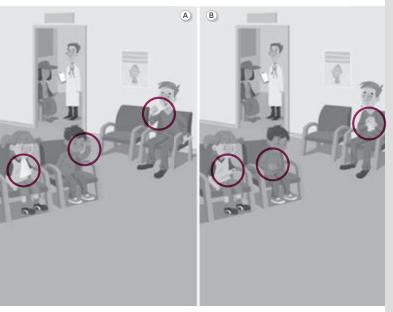
Friend, friend. What's wrong with them? They have a runny nose. Let's take care of them.

Friend, friend. What's wrong with me? You have a cough. Let's take care of you.

Friend, friend. What's wrong with you? I have a stomachache. Please take care of me.

- Tell students to turn to page 66. Focus students' attention on part A. Play audio **track 076** again and pause the track after each verse. Tell students to circle the words that they hear
- Choose students to make sentences aloud to check the answers.
- (Optional) Play the audio track one more time for students to check their answers.

A Look at the pictures. Find three differences. Circle them



B What differences are there? Talk with your partner.



CDM Show students the correct answers on the screen.



B Read and answer. **10** min.

- Focus students' attention on the passage in the Reading section on **page 66**. Tell students to look at the images in the text and give them one minute to do so.
- Next, read the passage to the students, pausing at each picture. Elicit the word from students.
- Tell the students to write the symptoms in the blank spaces at the bottom of the page. Circulate and monitor the students, providing assistance where necessary.
- Finally, read the passage again, pausing after each sentence, and have the students repeat each sentence after you.

CDM Show the text and the correct answers to complete the sentences.



A Look at the pictures. Find three differences. Circle them. $5 \min$.

- Have students look at page 67.
- Tell students to look at pictures A and B and find three differences between the pictures. Have students circle the differences.

- Give students 2–3 minutes to find the differences.
- Circulate and monitor the students, providing assistance where necessary.

B Speaking activity **15** min.

- Focus students' attention on the model dialog. Select two students in the class to read the lines for each of the characters. **1**. "Can you read the dialog? You be Emma, and you be Alex."
- Put students in pairs. Assign one student to be Student A and the other student as Student B. Have Student A make a sentence about picture A. Student B listens and then responds with a sentence about picture B, highlighting the difference. **1** *"Work with a partner. Student A make the first sentence. Student B respond."*

CDM Use the model dialog to demonstrate the answer / question exchange, and how to complete the activity in B.

- Give students two or three minutes to finish the activity.
- Next, ask students to draw one more person on the empty chair in pictures A and B. The person should look similar but should be suffering from a different illness in each picture.
- Once students have finished drawing, put students in pairs and ask them to look at their partner's book. Students work together to make sentences about the new difference in pictures A and B.

More practice

Assign **pages 48 and 49** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class.

Workbook answers are on page 108.



Coing to the

Lesson 3

Lesson Objectives

Students will:

- encounter and explore a story linked to the theme of the unit
- be able to recognize and name the second eight key vocabulary items
- be able to give advice about what to do when someone has a particular illness or medical problem

Vocabulary Key words 2

get some rest take care of call an ambulance put ice on take medicine drink liquids put on a bandage go to the doctor

Expansion Structure

• Should to give advice She should take medicine.

Materials

- Hang Out Student Book, Workbook
- CD and A/V equipment or Classroom Digital Materials

Warm-up 5 min.

Tell students to look back at the people they drew in the pictures on **page 67**. Choose one student and ask him / her a question about one of the pictures. **①** "What is wrong with the person in picture A?" **③** "She has a runny nose." Call on different students in the class and ask them to say what is wrong with the people in the pictures they drew in the previous lesson.



🗛 😡 077 Listen and repeat. 🌘



- Tell students to turn to **page 68**. Focus students' attention on the comic strip. Ask students two questions about the pictures and elicit answers.
 - 1. Point to Brian. (). "Who is he?" (Brian)
 - 2. Point to Alex in frame 3. **1** *"What is wrong with him?"* (He has a headache.)
- Play **audio track 077**. The first time, students can just listen and follow along.
- Play the audio track a second time. Pause after each sentence and give students time to read and repeat.

CDM Show students the animated story on the screen.

B Role-play the story. 5 min.

💮 Listen and repeat.

What's wrong

with him?

He has a

C Read the story again. Then answer.

headache

1. What should Brian do?

a. go to school

3. Who is Clare going to call?

2. What's wrong with Alex?

B Role-play the story.

Mom, I don't fee

so good.

Evervone back to

bed. I'm calling the

doctor now!

c. call a doctor

c. He has a cold.

c. a friend

5 min.

Oh no, you have a cough. You should get

some rest

What about

Emma?

She says she

has a fever

b. get some rest

b. the teacher

Hurry, kids! It's

time for school

Alex doesn't feel

good, either.

- Put students in groups of two. Assign each student a character from the story to play.
- Have students read through the story playing the part of the character.

a. He has a fever. 🗸 b. He has a headache.

- Have students swap roles and repeat.
- (Optional) Call on two or three groups of students to act out the story in front of the class.

CDM Choose one character in the story. Have students read the lines for the character.

C Read the story again. Then answer.

- Direct students' attention to part C.
- Read the questions out loud. Tell students to look at the possible answer choices and check one.
- Review answers as a class.
 CDM Show students the correct answers on the screen.



A 💿 078 Listen and say. <u>5 min.</u>

- Have students look at the vocabulary on page 69.
- Tell students to listen and repeat after the audio.
- Play **audio track 078**. Make sure the students are following along and repeating the words.

CDM Go to the **Expand** page and play the audio.



CDM Use the *Word Game* function to provide students with further vocabulary practice.

B a 079 Listen and write the letters. 5-10 min.

- Have students take out a pencil or pen.
- Tell students they should look at the pictures in part A and write the letter they hear next to each picture.
- Play audio track 079. There are pauses in the audio recording to give students time to write, but you may want to pause the track to give them additional time if necessary.
- Review answers, calling on individual students. **()**. *"What is A?"*

CDM Play the audio and show the answers on the screen.

© • 080 Listen. Then look at the pictures. Talk with a partner. 10 min.

- Focus the students' attention on the model dialog in part C. Play **audio track 080**.
- Split the class into two halves, A and B. Instruct group A to repeat the problem aloud after you. Then have group B repeat the response after you. Have groups switch roles and say the problems / responses again.
- Tell students to look at the six pictures. Put students in pairs and assign one student to be Student A and the other student to be Student B. Tell A to make a sentence based on picture 1. Student B responds.

CDM Show an example of the dialog for each of the images.

• Then have students switch roles and run through the exercise again.

Answers

- 1. He has a bruise. \rightarrow He should put ice on.
- He has a broken arm. → He should call an ambulance.
- 3. He has a headache. \rightarrow He should get some rest.
- 4. He has a fever. \rightarrow He should go to the doctor.
- 5. She has a cold. \rightarrow She should drink liquids.
- 6. She has a stomachache. → She should take medicine.

D 💿 081 Chant. <u>5-10 min.</u>

- Tell students to turn to **page 117**. Play **audio track 081**. First, students listen and read the chant silently.
- Assign half of the class to read role 1, and the other half to read role 2.
- Play the audio track again. This time tell the students to read along to their part out loud.

CDM Show the animation and lyrics to the chant to encourage students to chant along.

Uh-oh, I have a cold. What should I do? You should take medicine. You should take medicine.

Uh-oh, I have a cough. What should I do? You should drink liquids. You should drink liquids.

Uh-oh, I have a broken arm. What should I do? You should call an ambulance. You should call an ambulance.

Uh-oh, I have a stomachache. What should I do? You should go to the doctor. You should go to the doctor.

Uh-oh, I have a bruise. What should I do? You should put ice on. You should put ice on.

More practice

Assign **pages 50 and 51** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 108**.

WE

Goingtothe

Lesson 4

Health

Listen and read.



ometimes you don't feel well. You catch bad hings called germs. Germs are small. You co see them. How do you know when you have germs?

ave a fever or a runny nose. A fever fights lerms. Your body gets hot and the germs d A runny nose fights germs, too. Germs die vhen you blow your nose.

Lesson Objectives

Students will:

- encounter some of the target vocabulary and grammar while learning about an engaging topic
- practice using visual clues to assist in comprehension
- develop listening skills and answering guestions about a text

Materials

- Hang Out Student Book, Workbook
- CD and A/V equipment or Classroom Digital Materials
- Optional: one set of illness flashcards (from lesson 1) and enough sets of advice flashcards (from lesson 3) so that there are enough for one per student in the class

Warm-up 5 min.

- Prepare the flashcards and give each student in the class one of the advice cards. Make sure that the cards are distributed evenly. Hold on to the illness cards for yourself.
- Write "You should ..." on the board.
- Choose one of the illness cards and hold it up. Describe the problem. (I) "I have a cold."
- Tell students to hold up their advice card if they think it is good advice for the problem on your card.
- Ask the first student who holds up a card to make a sentence. (S) "You should get some rest."
- Accept all appropriate answers.
- Repeat with several of the other illnesses.

Connect

A 😡 082 Listen and read. 15 min.

- Have students turn to pages 70 and 71.
- Point to the picture of the girl and the mother and ask students what they think is wrong with the girl (she has a fever). Tell students they are going to learn more about why people get a fever and what they can do.
- Tell students to read along silently as they listen. Play audio track 082.
- Play the audio track again. This time, tell students to try to read aloud as they listen to the story.
 - **CDM** Show the animated slideshow.

B Answer the questions. **5** min.

• Focus students' attention on part B. Read the guestions out loud.

- Tell students to complete the answers. Give students 1-2 minutes.
- Encourage students to use the text to help them answer the questions.
- Check answers as a class. Read the first question and select a student to give the answer. Repeat for the second question.

CDM Show students the correct answers on the screen.

© 💿 083 Listen and write. 10 min.

- Have students turn to page 72. Give students directions about what they will hear. **(1)** "Let's listen. There are four students. They are talking about the reading. What do they say? Write the words that you hear."
- Play audio track 083.
- Check answers. Read the sentence up to the answer choice and then stop. Ask students which word they heard. Make sure all students have written the correct word.
 - 1. Germs are big.
 - 2. A fever fights germs.
 - 3. You should wash your hands to fight germs.
 - 4. The most important thing is to get some rest.



- Play the audio track again for students to check their answers.
- Read sentence 1 to the students. Ask the students whether the girl is right. Tell students to circle Yes or No. Repeat for the rest of the sentences. Encourage students to use the text to help them answer.
- Check answers as a class.
 - **CDM** Go through the sentences one by one and have students come up and choose the answer.

D Summary <u>5 min.</u>

- Focus students' attention on part D at the bottom of **page 72**. Tell the students to re-read the text on **pages 70 and 71** and circle all of the pictures that show what you should do when you have a cold. *What should you do when you have a cold? Do you remember?* Write. Look at the text again."
- Check answers as a class.
- Call on students to make sentences using their answers. Stronger students can be encouraged to make several sentences and give a simple summary of the reading.
 - CDM Show students the correct answers on the screen.

More practice



Assign **page 52** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 108**.

Coing to the

Lesson 5

Lesson Objectives

Students will:

- read an example writing paragraph
- prepare for a writing activity

Materials

- Hang Out Student Book, Workbook
- CD and A/V equipment or Classroom Digital Materials
- Optional: flashcards (one set)

Warm-up 5 min.

Telephone

- Prepare one set of the flashcards and place the cards with advice (from lesson 3) at the front of the class where students are able to see / touch them easily.
- Write "You / He / She should ..." on the board.
- Put students into groups so that there are at least 5 or 6 students per group. Ask the students to stand up and make a line with their group. For example, if you have three groups, there should be three lines.
- Tell the student at the back of each line to come to you. Whisper a sentence to each of the students. For example: **1**. "He has a headache."
- Students must then return to their line and whisper the sentence to the next student. Students continue to whisper the sentence to the next person in line until it reaches the student at the front. The student at the front must then go to the front of the class and choose the most appropriate flashcard with the advice on it and make a sentence using *should*.
- The first team to give a piece of advice wins a point.
- Have the student at the back of each line move to the front and repeat with a new student each time.

Writing

A Read the example. Underline all of the problems. Then circle the advice that the mother gives. 5 min.

- Tell students to turn to page 73. Focus students' attention on the two paragraphs.
- Read each paragraph out loud and have students listen.
- Next, tell students to re-read the text by themselves and underline all of the problems before circling all of the pieces of advice.

CDM Show students the correct answers on the screen.

Review 10-15 min.

- Have students turn to pages 64 and 65.
- Direct students' attention to the main picture. **()** "Look at the picture." Call out a letter from a-h and ask students to say the word together, based on their answers from lesson 1. **()** "A. What is the word?"
- Repeat by calling on individual students, saying a letter, and asking students to say the word.
- Direct students to part E on page 65.
- Put students in pairs and have them practice making sentences by reading the sentences in the box.
 Student A, you are Emma. Make a sentence.
- Have students look at the main picture and continue to make sentences about the key vocabulary in the main picture.
- Next, have students turn to page 69.
- Tell students to look at the vocabulary in part A.
- Call out a number from 1-8 and ask individual students to say the word. **1**. *"One. Mel, what is the word?"*
- Repeat with a different student for all eight words.
- Direct students to part C.

A Read the example. Underline all of the problems. Then circle the advice that the mother gives.

I don't like being sick. When I am sick, I have to stay at home. I can't go outside and play with my friends. When I have a <u>cold</u>, my mom says I should get some resp So I have to stay in bed. She also says I should grink lots of liquid? When I have a <u>fever</u>, I feel terrible. So my mom says I should gake medicine

Sometimes I fall, and I have a bruise on my leg. My mom says I should but ice on my bruise. It feels very cold. Then my mom says I should but a bandage on the bruise. It helps the bruise get better.

B Choose four problems. Then think of three things people should do for each problem. Fill in the chart.

broken ar	rm cough _	bruise	stomachac
Problem	Advice 1	Advice 2	Advice 3
cold	get some rest	go to the doctor	drink liquids
fever	take medicine	go to the doctor	get some res
runny nose	take medicine	drink liquids	get some res
headache	get some rest	put ice on	drink liquids

- Then students switch roles. Student B makes the sentence for picture 2, and Student A responds. **1** "Now Student B make a sentence for picture number two. Student A, respond."
- Students continue until they have talked about all the pictures.

Willing preparation 10-15 min.

- Focus students' attention on the writing section at the bottom of **page 73**.
- Tell students to choose four of the problems from the list.
- Next, have students write the problems into the first column of the chart below.
- Then ask students to think of three things that someone could do if they had the problem. Students can re-use the same piece of advice for different problems.
- Circulate and monitor the students, providing assistance where necessary.

(CDM) Show the students an example of a completed chart on the screen.

Unitwrap=up



- To wrap up the unit, ask students to turn to page 90 in the Workbook.
- Make sure students have a pen or pencil.
- Direct students' attention to the words at the top of the page. Ask students to check all of the words they know. ILOOK at the words. Check the words you know."
- Walk around the class to briefly gauge the words that students have difficulty with. If you see the same words unchecked by many of the students, review these words. Direct the students back to the pages that contain images of these words.
- Next, direct students' attention to the *I can* sentences on the second half of the page.
- Read out each sentence one by one, asking students to check the sentence if they can do it. Make sure that all students understand each sentence before moving on to the next.

I can sentences:

Speaking

- 1. I can talk about health problems that people have.
- 2. I can say what people should do about their health problems.

Listening

- 3. I can understand when people talk about health problems.
- 4. I can understand when someone gives advice about health problems.

Reading

5. I can read and understand short passages about being sick or hurt and what people should do.

Writing

6. I can write a few sentences telling about what sickness people have and what they should do.

Writing



Assign page 89 of the Workbook for students to complete the writing activity. This can be completed as homework or in class.

Portfolio writing sample answer

When you have a cold, you should drink liquids. And you should get some rest. You should also take medicine. When you have a fever, you should go to the doctor. And you should drink liquids. You should also get some rest.

More practice



Assign **page 53** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on page 109.

4-6 Review 2

A Find the words. Circle. 10 min.

- Tell students to open their Student Book to page 74.
- Point to each of the pictures on the page. Say the word, and have students repeat.
- Make sure each student has something to draw with.
- Tell students to look at the pictures, find the words in the puzzle, and circle them.
- Encourage students to look back over units 4–6 to help with finding the answers.
- If students are having a difficult time with the words, or for weaker groups, you can write the list of words on the board.

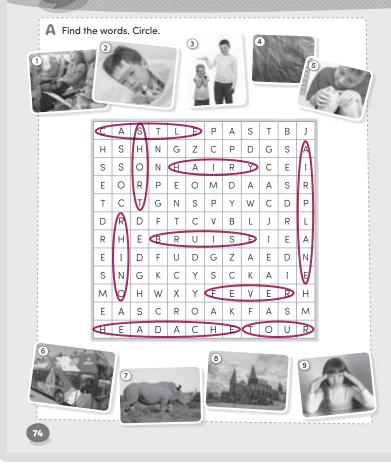
B 💿 084 Listen. Then circle. 10 min. 🖓

- Tell students they will listen to two children speaking. The first time, students should just listen.
- Play audio track 084.

Girl: What are you going to do tomorrow?

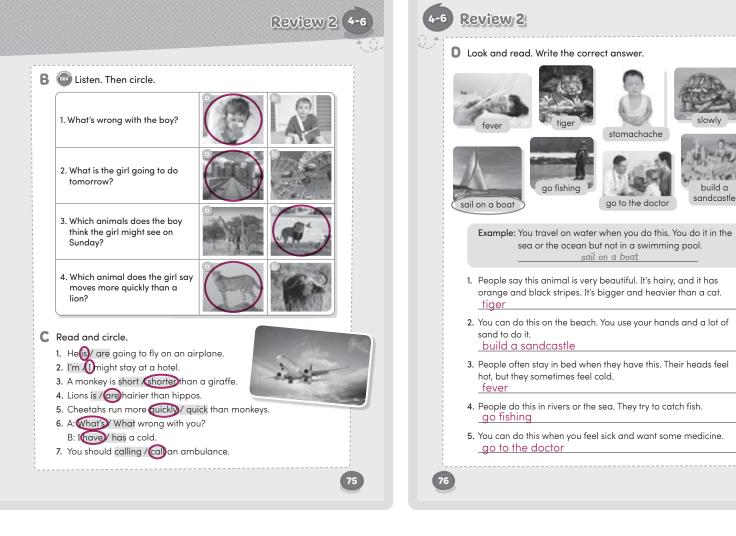
- Boy: I'm going to go to bed, and I'm going to sleep and sleep.
- Girl: What's wrong with you?
- Boy: I have a cold.
- Girl: You're right. You should stay in bed and drink lots of liquids.
- Boy: What about you? What are you going to do tomorrow?
- Girl: I'm going to go on a tour of the castle with my family. Then on Sunday we might go to the zoo.
- Boy: Oh. You might see some lions. I love lions.
- Girl: Lions are nice. They're really strong and they are hairier than other animals. But my favorite animal is the cheetah.
- Boy: Why do you like cheetahs?
- Girl: Because they move more quickly than lions.
- Boy: I don't want to stay in bed. I want to go with you.
- Girl: You should take some medicine. You might feel better on Sunday.
- Next, read the four questions on **page 75**. Then point to the two answer choices for each question (a and b), and ask students to say what they can see.
- Make sure each student has something to write with. Tell the students they are going to listen to the two children talking again. This time, students should circle the correct answer choice.
- Play **track 084** again. If students struggle to keep up, pause the track after each answer is mentioned.
- Review answers as a class. Read the question, and call on different students to provide the answers.
- (Optional) Play **track 084** one more time to give students a chance to listen for any answers they may have missed the first time.

4-6 Review 2



C Read and circle. <u>5 min.</u>

- Focus students' attention on part C on page 75.
- Read each sentence out loud, including both of the possible answer choices. For example, **1** *"Number one. He is / are going to fly on an airplane?"* Have students repeat after you for each sentence.
- Next, elicit the correct answer choice for sentence 1. Say to students, **1** *"He is going to fly on an airplane or he are going to fly on an airplane?"* Encourage students to provide the answer (is). Tell students to circle the word *is*.
- Now tell students to read each sentence by themselves and circle the correct word.
- Monitor and provide assistance if necessary.
- Give students 2–3 minutes to complete the activity.
- Go over answers as a class. Starting with sentence 2, choose a student and ask him / her to read out the correct sentence for each item. Make sure all students have circled the correct word.



D Look and read. Write the correct answer.

- Have students look at **page 76** and focus students' attention on the pictures. Point to each picture in turn, say the word or phrase, and have students repeat after you.
- Next, read the example sentence. **①** "You travel on water when you do this. You do it in the sea or the ocean but not in a swimming pool." Tell students to look at the pictures, and choose the answer that the sentences describe.
- Tell students to get their pencils ready. Read the sentences for item 1, and tell students to write the correct word or phrase on the line.
- Repeat for sentences 2-5.
- Monitor and provide assistance to students if necessary.
- Go over answers as a class. Starting with item 1, read the sentences and then ask a student what word or phrase he / she wrote.

Getting Around Town

Unit Objectives

- Transportation
- Asking what time something happens and how long something takes

Lesson Objectives

Students will be able to:

- recognize and name the first eight key vocabulary items
- say what time stores open and close and what time transportation leaves and arrives

Vocabulary Key words 1

train	subway
open	close

café leave

Lesson 1

Silim 1

Core Structure

• What time + simple present to ask when regular things happen

arrive

ticket office

What time does the café open? It opens at 9 a.m.

<u>Materials</u>

- Hang Out Student Book, Workbook
- CD and A/V equipment or Classroom Digital Materials
- Optional: paper

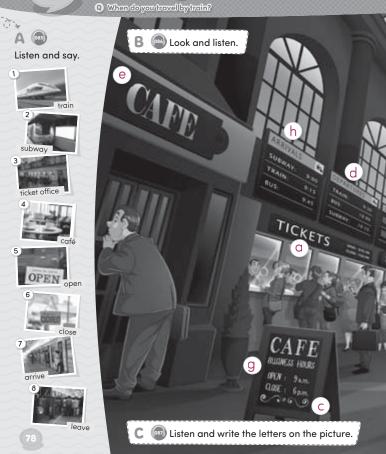
Goal & Warm-up Question 5 min.

- Have students open their Student Book to page 78.
- Read the title of the lesson and the learning points.
- Ask students the focus question. **1** "When do you travel by train?" Call on students individually to answer. If students have difficulty coming up with ideas, talk about some of the times you have traveled by train recently (e.g. for a vacation, to visit relatives, etc.).

A 💿 085 Listen and say. <u>5 min.</u>

- Focus students' attention on the vocabulary list on the left-hand side of the page.
- Tell students to listen and repeat after the audio.
 "Listen to the words. Look at the pictures and say the words."
- Play **audio track 085**. Make sure the students are following along and repeating the words.
- Play the audio track again, and have students point at the images on the left of the page.

Getting Around Town



CDM Go to the Introduction page and play the audio. CDM Use the *Word Game* function to provide students with further vocabulary practice.

B 💿 086 Look and listen. 🛛 5 min. 🔮

- Focus students' attention on the main picture on **pages 78 and 79**.
- Talk about the main picture; explain the situation shown in the picture. ""Brian, Alex and Steven are at a train station. They are waiting for Clare and Emma. They are going on a trip. Their train leaves at 9:30. It's only 8:47 now, so they have to wait. Alex wants to wait in the café, but the café is not open yet. It opens at 9 a.m."
- Play audio track 086.



Alex: Today we're taking the **train** to the city. Dad has an important meeting. Brian, Dad, and I are at the train station. We're waiting for Mom and Emma. They're on the **subway** now. It **arrives** at nine o'clock. We need to buy our tickets at the **ticket office**. It **opens** at 8:45. Our train **leaves** at 9:30. We can wait for it in the **café**, but the café is not open yet. It opens at 9 a.m. I love this café. It serves delicious cakes. When we return home later tonight, I want to go there again. It **closes** at 6 p.m., so I hope we can return before then.



CDM Take students on a virtual tour of the image, highlighting key words.

CDM Play the animation. Use the *Caption* and *Script* functions to show students the script.

CDM Click the Show Label button to highlight key words and their images in the picture.

© 087 Listen and write the letters on the picture. 5-10 min.

- Play **audio track 087**. Have students listen to each word and write the corresponding letters in the circles on the picture. **1** *"Listen. Find the word in the picture. Write the letter."*
- After students have found all of the words, call on them to point to where each word is.

CDM To review key vocabulary, use the *Key Words* and *Flash Cards* functions.

CDM Repeat the activity with drag-and-drop labels.

D 😡 088 Song 10 min. 9

- Tell students to turn to **page 118** where they will see the lyrics to the song. **1** *"Let's listen to a song. Turn to page 118."*
- Play **audio track 088**, and have students just listen the first time.
- Play the song again, but this time encourage the students to sing along with the song.

CDM Show the animation and lyrics to the song to encourage students to sing along.

We're waiting at the ticket office. Waiting at the ticket office. What time does it open? What time does it open? At eight thirty in the morning. We're waiting for the train. Waiting for the train. What time does it leave? What time does it leave? At ten fifteen in the morning. We're traveling on the train. Traveling on the train. What time does it arrive? What time does it arrive? At twelve twenty in the afternoon. We're sitting in the café. Sitting in the café. What time does it close? What time does it close? At six o'clock in the evening. We're going home by subway.

We're going home by subway. Going home by subway. What time does it leave? What time does it leave? At seven ten in the evening.

E Look at the picture and say. 5-10 min.

- Tell students to look at the dialog box (part E) on page 79.
- Put students in pairs. ① "Sit with a partner." Have them practice by reading the sentences in the box. ① "Let's read together."

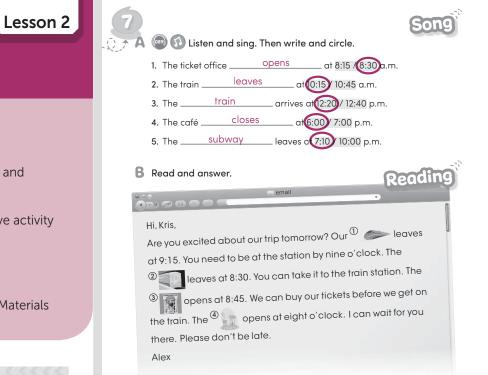
CDM Show students model sentences on the screen. Select from the eight key words to change the example dialog. Have students repeat after the audio each time.

- Have students look at the main picture and continue to make sentences using the key vocabulary in the main picture. **1** *"Look at the picture. Talk about the picture with your partner."*
- Choose two or three students and have them stand and make a sentence for the class.

WB

More practice

Assign **pages 54 and 55** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 109**.



What time does it happen?

1. The _	train	leaves at 9:15.
2. The	subway	leaves at 8:30.
3. The _	ticket office	opens at 8:45.
4. The _	café	opens at eight o'clock.

We're traveling on the train. Traveling on the train. What time does it arrive? What time does it arrive? At twelve twenty in the afternoon.

We're sitting in the café. Sitting in the café. What time does it close? What time does it close? At six o'clock in the evening.

We're going home by subway. Going home by subway. What time does it leave? What time does it leave? At seven ten in the evening.

- Tell students to turn to **page 80**. Focus students' attention on part A. Play **audio track 89** again and pause the track after each verse. Tell students to write the words they hear and circle the times.
- Choose students to read sentences aloud to check the answers.
- (Optional) Play the audio track one more time for students to check their answers.

CDM Show students the correct answers on the screen.

Lesson Objectives

Town

Students will:

 become more familiar with target vocabulary and grammar through song

Getting Around

- practice reading a 'real-world' text
- prepare for and participate in a communicative activity with other students

Materials

- Hang Out Student Book, Workbook
- CD and A/V equipment or Classroom Digital Materials

Warm-up 5 min.

Tell students to look at the large picture on **pages 78 and 79**. As a review, ask students what they can see. Encourage different students to provide all of the words from vocabulary set 1 (introduced in lesson 1). Next, ask students to think about various stores and places of business near their house and what time they open and close. **1** *"What time does the café open?"* to elicit a response. **3** *"It opens at 8:30 a.m."* Call on different students to talk about a variety of different stores. Encourage students to make guesses if they don't know the exact opening and closing times.



A 😡 089 Listen and sing. 15 min. 9

- Tell students to turn to the lyrics on **page 118**. Play **audio track 089**, and have students listen the first time.
- Play the song again, but this time encourage the students to sing along with the song.

CDM Show the animation and lyrics to the song to encourage students to sing along.

We're waiting at the ticket office. Waiting at the ticket office. What time does it open? What time does it open? At eight thirty in the morning.

We're waiting for the train. Waiting for the train. What time does it leave? What time does it leave? At ten fifteen in the morning.

A	Decide what time the places transportation arrives and le			×.0.	
		By C -		Lis	
4		Open	Close	5	
	Ticket office	: a.m. / p.m.	: a.m. / p.m.	> ~	
		Open	Close		
ravel	Café	: a.m. / p.m.	: a.m. / p.m.	60	
		Leave	Arrive	5	
-	Train	: a.m. / p.m.	: a.m. / p.m.		
2		Leave	Arrive	trav	
 M	Subway	: a.m. / p.m.	: a.m. / p.m.	L L	
Q.	FERSE	Rev - (7 -		
C E	What did your partner writ	e? Ask and write.	(75)		
6	What time does the café ope	en? It opens at 10	:30 a.m.		
R	What time does the train leave? It leaves at 6:00 p.m.				
avel	1. The ticket office opens at It closes at				
	2. The café It			-	
	3. The train leaves at	It arri	ives at	-	
_	4. The subway	It			
) 	travel	× ~ ×		81) rav	

Googland

Reading

B Read and answer. **10 min**.

- Focus students' attention on the passage in the Reading section on **page 80**. Tell students to look at the images in the text and give them one minute to do so.
- Next, read the passage to the students, pausing at each picture. Elicit the word from students.
- Tell the students to write the places or transportation in the blank spaces at the bottom of the page. Circulate and monitor the students, providing assistance where necessary.
- Finally, read the passage again, pausing after each sentence, and have the students repeat each sentence after you.

CDM Show the text and the correct answers to complete the sentences.



- A Decide what time the places open and close, and what time the transportation arrives and leaves. Fill in the chart. <u>5 min.</u>
- Have students look at **page 81**. Ask them what they can see to elicit that it is a timetable.

- Tell students to imagine what time the places open and close, and what time the transportation leaves and arrives. Ask students to fill in the times and circle either a.m. or p.m.
- Give students 2–3 minutes to write the times.
- Circulate and monitor the students, providing assistance where necessary.

B Speaking activity. 15 min.

- Focus students' attention on the model dialog. Select two students in the class to read the lines for each of the characters. **1** *"Can you read the dialog? You be Emma, and you be Alex."*
- Put students in pairs. Assign one student to be Student A and the other student as Student B. Have Student A ask Student B the questions first. Student B listens and answers. Student A should write the times provided by Student B. **1**. "Work with a partner. Student A ask first. Student B answer the questions."

CDM Use the model dialog to demonstrate the answer / question exchange, and how to complete the activity in B.

• Give students two or three minutes to finish the activity. Then Student B asks Student A the questions and Student A answers. (). "OK. Now change. Student B ask the questions, and Student A answer."

More practice

Assign **pages 56 and 57** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 109**.

Getting Around

Lesson Objectives

Students will:

- encounter and explore a story linked to the theme of the unit
- be able to recognize and name the second eight key vocabulary items
- be able to ask and answer how long it takes to travel between two places by certain forms of transportation

Vocabulary Key words 2 ferry taxi helicop

ferry on foot taxi helicopter bicycle bus motorcycle van

Lesson 3

Expansion Structure

How long + simple present to ask how long something takes

How long does it take to get to the supermarket by taxi? It takes about five minutes.

<u>Materials</u>

- Hang Out Student Book, Workbook
- CD and A/V equipment or Classroom Digital Materials

Warm-up 5 min.

Tell students to look back at the timetables they completed on **page 81**. Choose one student and ask him / her a question about one of the places or forms of transportation (ticket office / café or train / subway). *What time does the ticket office open? It opens at 10 a.m.* Call on different students in the class and ask them different questions. Make sure students are answering based on the information they wrote in part A on **page 81**.

Story

🗛 💿 090 Listen and repeat. <u>5 min.</u>

- Tell students to turn to **page 82**. Focus students' attention on the comic strip. Ask students two questions about the pictures and elicit answers.
 - 1. Point to Alex. ① "Who is he?" (Alex)
 - 2. Point to the ticket in frame 5. **()** "What is that?" (a ticket)
- Play **audio track 090**. The first time, students can just listen and follow along.
- Play the audio track a second time. Pause after each sentence and give students time to read and repeat.

CDM Show students the animated story on the screen.

B Role-play the story. <u>5 min.</u>

A 应 Listen and repeat.

Hurry, Dad! We're

- Put students in groups of two. Assign each student a character from the story to play.
- Have students read through the story playing the part of the character.
- Have students swap roles and repeat.
- (Optional) Call on two or three groups of students to act out the story in front of the class.

CDM Choose one character in the story. Have students read the lines for the character.

C Read the story again. Then answer.

- Direct students' attention to part C.
- Read the questions out loud. Tell students to look at the possible answer choices and check one.

5 min.

Review answers as a class.
 CDM Show students the correct answers on the screen.



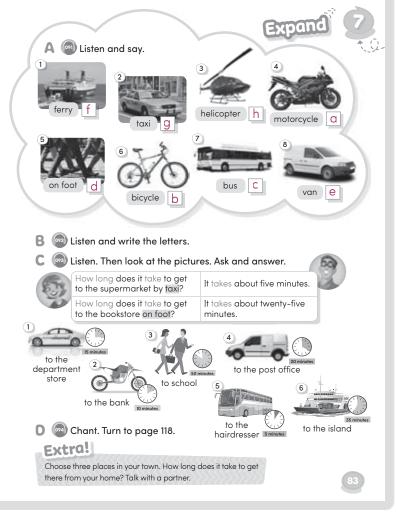
🗛 亟 091 Listen and say. 🛛 5 min. 🕻

- Have students look at the vocabulary on page 83.
- Tell students to listen and repeat after the audio.
- Play **audio track 091**. Make sure the students are following along and repeating the words.
 - CDM Go to the **Expand** page and play the audio. CDM Use the *Word Game* function to provide students with further vocabulary practice.



It's OK. We car





B (b) 092 Listen and write the letters.

- Have students take out a pencil or pen.
- Tell students they should look at the pictures in part A and write the letter they hear next to each picture.
- Play **audio track 092**. There are pauses in the audio recording to give students time to write, but you may want to pause the track to give them additional time if necessary.
- Review answers, calling on individual students. ⁽¹⁾ "What is A?"

CDM Play the audio and show the answers on the screen.

Contension of the second secon

- Focus the students' attention on the model dialog in part C. Play **audio track 093**.
- Split the class into two halves, A and B. Instruct group A to repeat the question aloud after you. Then have group B repeat the answer after you. Have groups switch roles and ask / answer again.
- Tell students to look at the six pictures. Put students in pairs and assign one student to be Student A and the other student to be Student B. Tell A to make a question based on picture 1. Student B responds.

CDM Show an example of the dialog for each of the images.

• Then have students switch roles and run through the exercise again.

Answers

- How long does it take to get to the department store by taxi? → It takes about fifteen minutes.
- How long does it take to get to the bank by motorcycle? → It takes about ten minutes.
- How long does it take to get to school on foot? → It takes about fifty minutes.
- How long does it take to get to the post office by van? → It takes about twenty minutes.
- How long does it take to get to the hairdresser by bus? → It takes about five minutes.
- 6. How long does it take to get to the island by ferry? → It takes about thirty-five minutes.

D 😡 094 Chant. <u>5-10 min.</u>

- Tell students to turn to **page 118**. Play **audio track 094**. First, students listen and read the chant silently.
- Assign half of the class to read role 1, and the other half to read role 2.
- Play the audio track again. This time tell the students to read along to their part out loud.

CDM Show the animation and lyrics to the chant to encourage students to chant along.

How long to get to the supermarket? How long does it take by taxi? How long to get to the supermarket? It takes five minutes by taxi.

How long to get to school? How long does it take on foot? How long to get to school? It takes ten minutes on foot.

How long to get to the post office? How long does it take by ferry? How long to get to the post office? It takes fifty minutes by ferry.

How long to get to the bookstore? How long does it take by bus? How long to get to the bookstore? It takes twenty minutes by bus.

How long to get to the theater? How long does it take by van? How long to get to the theater? It takes thirty minutes by van.

More practice

Assign **pages 58 and 59** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 109**.

WB

Getting Around

Lesson 4

Lesson Objectives

Students will:

- encounter some of the target vocabulary and grammar while learning about an engaging topic
- practice using visual clues to assist in comprehension
- develop listening skills and answering questions about a text

Materials

- Hang Out Student Book, Workbook
- CD and A/V equipment or Classroom Digital Materials
- Optional: one set of flashcards

Warm-up 5 min.

- Prepare one set of flashcards that includes all of the transportation words (ten in total from the unit).
- Ask students to suggest four or five places in your town or city that all students are familiar with. Write the words on the board.
- Write "How long / take / by ?" on the board.
- Hold up one of the flashcards and choose a student to make a sentence using the transportation method on the flashcard and one of the places listed on the board.
- Call on another student and ask him / her to provide the answer.

Connect

A 😡 095 Listen and read. 15 min.

- Have students turn to pages 84 and 85.
- Point to the picture of the gondola and ask students if they know what it is. Explain that the gondola is used in Venice, Italy. Tell students they are going to learn about transportation in three different countries.
- Tell students to read along silently as they listen. Play audio track 095.
- Play the audio track again. This time, tell students to try to read aloud as they listen to the story.

CDM Show the animated slideshow.

B Answer the questions. 5 min.

- Focus students' attention on part B. Read the questions out loud.
- Tell students to circle the answers. Give students 1–2 minutes.
- Encourage students to use the text to help them answer the questions.



A gondola is a type of boat. You see gondolas in Venice, Italy. Venice doesn't have any roads, so there are no cars. Instead, people travel by gondolas on canals. A canal is like a road, except it is filled with water.

> Tuk-tuks are like motorcycles, but they have three wheels. Tuk-tuks first became popular in Thailand. However, now you can see them in many cities around the world. Most people use tuk-tuks like taxis. They are a good way to travel in cities with lots of cars.

> > Tuks-tuks

100 - 100 -

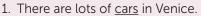
A gondold

• Check answers as a class. Read the first question and select a student to give the answer. Repeat for the second question.

CDM Show students the correct answers on the screen.

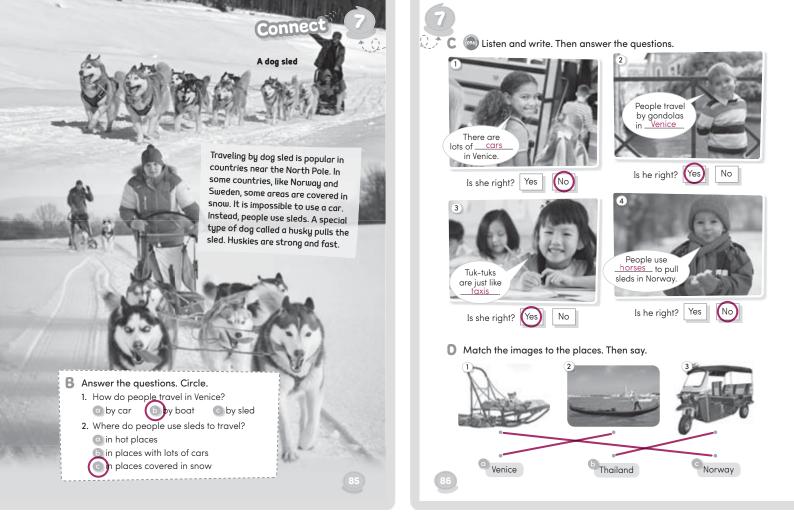
🕲 💿 096 Listen and write. <u>10 min.</u>

- Have students turn to **page 86**. Give students directions about what they will hear. **1** *"Let's listen. There are four students. They are talking about the reading. What do they say? Write the words that you hear."*
- Play audio track 096.
- Check answers. Read the sentence up to the answer choice and then stop. Ask students which word they heard. Make sure all students have written the correct word.



- 2. People travel by gondolas in <u>Venice</u>.
- 3. Tuk-tuks are just like taxis.
- 4. People use <u>horses</u> to pull sleds in Norway.
- Play the audio track again for students to check their answers.
- Read sentence 1 to the students. Ask the students whether the girl is right. Tell students to circle Yes or No. Repeat for the rest of the sentences. Encourage students to use the text to help them answer.

76



• Check answers as a class.

CDM Go through the sentences one by one and have students come up and choose the answer.

D Summary 5 min.

- Focus students' attention on part D at the bottom of page 86. Tell the students to re-read the text on pages 84 and 85 and match the images to the places. *Where can you find each type of transportation? Do you remember? Draw lines. Look at the text again.*
- Check answers as a class.
- Call on students to make sentences using their answers. Stronger students can be encouraged to make several sentences and give a simple summary of the reading.

CDM Show students the correct answers on the screen.

More practice

Assign **page 60** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 109**.



A Read the example. Circle all the places and underline all of the

I live near many places. My house is near my school I take the <u>bus</u> to school The <u>bus</u> leaves at 8:20 and arrives at 8:40. So it takes about twenty minutes to get to school There is also a cafe near my house I go there every weekend. It only takes about five minutes <u>on foot</u>. The cafe opens at 7 a.m. I sometimes go there for breakfast.

transportation.

I love watching movies, so I often go to the theater I get to the theater by subway. It takes about fifteen minutes. I take the subway that leaves at 3:05, and it arrives at the station at 3:20. Sometimes I go to the supermarker after dinner with my dad. The supermarker closes at ten o'clock at night.

B Choose four places near your home. How do you get there and how long does it take? Fill in the chart.

bank 🗹 t		heater	train station	
Place	Transportation	How long	Time leave	Time arrive
school	bus	20 minutes	8:20	8:40
café	on foot	5 minutes	9:20	9:25
supermarket	bicycle	10 minutes	10:15	10:25
theater	van	1 hour	1:00	2:00
bank	taxi	35 minutes	11:00	11:35

- Direct students to part E on page 79.
- Put students in pairs and have them practice making sentences by reading the sentences in the box.
 Student A, you are Alex. Make a sentence.
- Have students look at the main picture and continue to make sentences about the key vocabulary in the main picture.
- Next, have students turn to page 83.
- Tell students to look at the vocabulary in part A.
- Call out a number from 1-8 and ask individual students to say the word. **1**. *"One. Mel, what is the word?"*
- Repeat with a different student for all eight words.
- Direct students to part C.
- Then students switch roles. Student B makes the question for picture 2, and Student A responds. (Now Student B make a question for picture number two. Student A, answer."
- Students continue until they have talked about all the pictures.

Lesson Objectives

Students will:

- read an example writing paragraph
- prepare for a writing activity

<u>Materials</u>

- Hang Out Student Book, Workbook
- CD and A/V equipment or Classroom Digital Materials

Getting Around

Warm-up 5 min.

Picture It

- Choose one of the transportation words from the unit.
- Without speaking, draw the transportation on the board.
- Ask students to guess what it is. Tell students to raise their hands and choose one student.
- If the student guesses correctly, award the student / team one point. If the guess is incorrect, choose another student to make a guess.
- Once a student has guessed correctly, invite him / her to the board to draw the next item.

Writing

A Constraint Read the example. Circle all the places and underline all of the transportation.

- Tell students to turn to **page 87**. Focus students' attention on the two paragraphs.
- Read each paragraph out loud and have students listen.
- Next, tell students to re-read the text by themselves and circle all of the places and underline all of the transportation.

CDM Show students the correct answers on the screen.

Review 10-15 min.

- Have students turn to pages 78 and 79.
- Direct students' attention to the main picture. **1**. "Look at the picture." Call out a letter from a-h and ask students to say the word together, based on their answers from lesson 1. **1**. "A. What is the word?"
- Repeat by calling on individual students, saying a letter, and asking students to say the word.

Willing preparation 10-15 min.

- · Focus students' attention on the writing section at the bottom of page 87.
- Tell students to choose four of the places near their home. Students can choose places not on the list if they prefer. Then tell students to write the four places in the first column of the chart below.
- Next, tell students to complete the chart by filling in the type of transportation they use from their house, how long it takes, and an example of a time they leave and arrive.
- Circulate and monitor the students, providing assistance where necessary.

CDM Show the students an example of a completed chart on the screen.

Unitwap=up

• To wrap up the unit, ask students to turn to page 92 in the Workbook.

5 min.

- Make sure students have a pen or pencil.
- Direct students' attention to the words at the top of the page. Ask students to check all of the words they know. ILCOOK at the words. Check the words you know."
- Walk around the class to briefly gauge the words that students have difficulty with. If you see the same words unchecked by many of the students, review these words. Direct the students back to the pages that contain images of these words.
- Next, direct students' attention to the *I can* sentences on the second half of the page.
- Read out each sentence one by one, asking students to check the sentence if they can do it. Make sure that all students understand each sentence before moving on to the next.

I can sentences:

Speaking

- 1. I can talk about transportation, places, and schedules.
- 2. I can say how to get to a place and how long it takes.

Listening

- 3. I can understand when someone talks about the schedules of transportation and places.
- 4. I can understand when someone asks a question about how to get to a place and how long it takes.

Reading

5. I can read and understand short passages about getting to places and how long it takes.

Writina

6. I can write a few sentences telling about schedules and how to get to places.

Writing



Portfolio writing sample answer

The café and the bank are near my home. It takes about ten minutes to get to the café by bus.

A bus leaves at 10 a.m. It arrives at 10:10 a.m.

It takes about twenty minutes to get to the bank by subway.

A subway leaves at 8:30 a.m. It arrives at 8:50 a.m.

More practice



Assign page 61 of the Workbook as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on page 109.

GoingonaTrip

Unit Objectives

- Vacation activities
- Describing a past trip

Lesson Objectives

Students will be able to:

- recognize and name the first eight key vocabulary items
- ask and answer about what someone did in the past

Vocabulary Key words 1

see some animals explore a cave sleep in a tent roast marshmallows ride a horse make a campfire feed a dolphin stay at home Lesson 1

Core Structure

• Simple past (regular and irregular verbs) (review) with information questions

What did she do? She roasted marshmallows.

<u>Materials</u>

- Hang Out Student Book, Workbook
- CD and A/V equipment or Classroom Digital Materials
- Optional: paper

Goal & Warm-up Question 5 min.

- Have students open their Student Book to page 88.
- Read the title of the lesson and the learning points. CDM Go to the Aims page and play the audio.
- Ask students the focus question. **1**. "What did you do on your last vacation?" Call on students individually to answer. If students have difficulty coming up with ideas, talk about where you went on your last vacation, and ask students to suggest some of the things you might have done.

🗛 💿 097 Listen and say. <u>5 min.</u>

- Focus students' attention on the vocabulary list on the left-hand side of the page.
- Tell students to listen and repeat after the audio.
 "Listen to the words. Look at the pictures and say the words."
- Play **audio track 097**. Make sure the students are following along and repeating the words.
- Play the audio track again, and have students point at the images on the left of the page.

CDM Go to the **Introduction** page and play the audio.



CDM Use the *Word Game* function to provide students with further practice.

B 🐵 098 Look and listen. 5 min.

- Focus students' attention on the main picture on **pages 88 and 89**.
- Talk about the main picture; explain the situation shown in the picture. The Kemp family went on vacation last week. Here are some photos from their trip. They did a lot of exciting things. Steven rode a horse, and Alex explored a cave. They also went to an aquarium, and the children fed a dolphin. At night, they slept in a tent. They made a campfire and roasted marshmallows on the fire."
- Play audio track 012.



Brian: We've just come home from a great trip. We went to Washington. We did so many great things. We went to the beach. Alex **explored a cave** on the beach, and Dad rode a horse. Emma **saw some animals** on the beach. She loves animals. We also saw some dolphins, and Emma even **fed** them. At night, we stayed on the beach. I **made a campfire**. Mom and Emma **roasted marshmallows**. Dad was really tired, so he **slept in the tent**. But last weekend we came home. On Sunday, we just **stayed at home** and watched TV. Staying home is boring. I want to go on a trip every weekend.



CDM Take students on a virtual tour of the image, highlighting key words.

CDM Play the animation. Use the *Caption* and *Script* functions to show students the script.

CDM Click the Show Label button to highlight key words and their images in the picture.

© 099 Listen and write the letters on the picture. 5-10 min.

- Play **audio track 099**. Have students listen to each word and write the corresponding letters in the circles on the picture. **1** *"Listen. Find the word in the picture. Write the letter."*
- After students have found all of the words, call on them to point to where each activity is.

CDM To review key vocabulary, use the *Key Words* and *Flash Cards* functions.

CDM Repeat the activity with drag-and-drop labels.

D 💿 100 Song 10 min.

- Tell students to turn to **page 119** where they will see the lyrics to the song. **()** *"Let's listen to a song. Turn to page 119."*
- Play **audio track 100**, and have students just listen the first time.
- Play the song again, but this time encourage the students to sing along with the song.

CDM Show the animation and lyrics to the song to encourage students to sing along.

Hi there! What did you do? I saw some animals. How about you? Hi there! What did he do? He rode a horse. How about you? Hi there! What did she do? She made a campfire. How about you? Hi there! What did vou do? We roasted marshmallows. How about you? Hi there! What did they do? They stayed at home. How about you?

Look at the picture. Ask and answer.

- Tell students to look at the dialog box (part E) on page 89.
- Put students in pairs. **①** "Sit with a partner." Have them practice by reading the sentences in the box. **①** "Let's read together."

CDM Show students model sentences on the screen. Select from the eight key words to change the example dialog. Have students repeat after the audio each time.

- Have students look at the main picture and continue to make sentences using the key vocabulary in the main picture. **1** *"Look at the picture. Talk about the picture with your partner."*
- Choose two or three students and have them stand and make a sentence for the class.

More practice

WB

Assign **pages 62 and 63** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 109**.

•		1
	$\mathbf{-}$	
	-	

Going on a Trip

Lesson 2

Lesson Objectives

Students will:

- become more familiar with target vocabulary and grammar through song
- practice reading a 'real-world' text
- prepare for and participate in a communicative activity with other students

Materials

- Hang Out Student Book, Workbook
- CD and A/V equipment or Classroom Digital Materials

Warm-up 5 min.

Tell students to look at the large picture on **pages 88** and 89. As a review, ask students what they can see. Encourage different students to provide all of the words from vocabulary set 1 (introduced in lesson 1). Next, ask students to think about what they did last weekend. **1** *"What did you do last weekend?"* to elicit a response. **1** *stayed at home."* Call on different students to talk about their weekends. Answers can include the vocabulary from lesson 1 or the students' own ideas.



A 💿 101 Listen and sing. <u>15 min.</u>

- Tell students to turn to the lyrics on **page 119**. Play **audio track 101**, and have students listen the first time.
- Play the song again, but this time encourage the students to sing along with the song.

CDM Show the animation and lyrics to the song to encourage students to sing along.

Song
💿 🚯 Listen and sing. Then circle.
 I rode a horse / saw some animals / fed a dolphin. He stayed at home / made a campfire / rode a horse She made a campfire / slept in a tent / fed a dolphin. We explored a cave / coasted marshmallows / saw some animals. They slept in a tent / explored a cave / stayed at home Read and answer. Letter from Washington Dear Grandma and Grandpa. It's your grandson, Brian. I am writing from Washington. We went on a horseback ride, and I but Emma didn't come with us. She said it was too scary. Emma ³ but Emma didn't come with us. She said it was too scary. Emma ³ and a whale. We camp on the beach every night in a tent. Yesterday, Dad ³ and we roasted marshmallows. I hope you are well. We all miss you.
I will call you as soon as I get home. Love, Brian
What did the Kemp family do? 1. Brian rode a horse on the beach. 2. Alex and Brian explored a cave 3. Emma fed a dolphin and a whale. 4. Dad made a campfire

90

Hi there! What <mark>did</mark> you c

What did you do? I saw some animals. How about you?

Hi there! What did he do? He rode a horse. How about you?

Hi there! What did she do? She made a campfire. How about you?

Hi there! What did you do? We roasted marshmallows. How about you?

Hi there! What did they do? They stayed at home. How about you?

• Tell students to turn to **page 90**. Focus students' attention on part A. Play **audio track 101** again and pause the track after each verse. Tell students to circle the phrases that they hear.

	Spe	eaking 8
A Choose a vacation. Circle all of you can do on that vacation.	the activities	*
	a filt	Ĩ
see some animals ride a horse	explore a cave	make a campfire
sleep in a tent feed a dolphin	roast marshmallows	stay at home

B What did your partner choose? Ask. Then check and write.

and a					60	
6	What did you do?)	I slept	in a tent.		
100						
	some					
	animals	a	horse	a cave	a campfire	
	in a tent	a dolphin		marshmallows	at home	
						91

- Choose students to make sentences aloud to check the answers.
- (Optional) Play the audio track one more time for students to check their answers.

CDM Show students the correct answers on the screen.

Reading

B Read and answer. 10 min.

- Focus students' attention on the letter in the Reading section on **page 90**. Tell students to look at the images in the text and give them one minute to do so.
- Next, read the passage to the students, pausing at each picture. Elicit the word from students.
- Tell the students to write the activities in the blank spaces at the bottom of the page. Circulate and monitor the students, providing assistance where necessary.
- Finally, read the passage again, pausing after each sentence, and have the students repeat each sentence after you.

CDM Show the text and the correct answers to complete the sentences.



A Choose a vacation. Circle all of the activities you can do on that vacation. 5 min.

- Have students look at page 91.
- Tell students to think about a vacation they are familiar with and check one of the boxes. Then tell students to circle all of the activities that people can do on that vacation.
- Give students 2–3 minutes to choose the vacation and circle the activities.

CDM Show students the example.

• Circulate and monitor the students, providing assistance where necessary.

B Speaking activity **15** min.

- Focus students' attention on the model dialog. Select two students in the class to read the lines for each of the characters. **1** *"Can you read the dialog? You be Clare, and you be Steven."*
- Put students in pairs. Assign one student to be Student A and the other student as Student B. Have Student A ask Student B the question first. Student B listens and answers. Student A should first write the words to complete the actions and then check the activities that Student B circled. Work with a partner. Student A ask first. Student B answer the questions."

CDM Use the model dialog to demonstrate the answer / question exchange, and how to complete the activity in B.

- Give students two or three minutes to finish the activity. Then Student B asks Student A the question and Student A answers. **1** *"OK. Now change. Student B ask the question, and Student A answer."*
- Choose one student and ask him / her about his / her partner. **1**. "What did he / she do?" After the student has responded, choose another student in the class. The first student should ask a question to the second student. Next, choose a third student. This time the second student asks a question to the third student. Continue the chain with each student first answering a question before asking the next student a question.

More practice



Assign **pages 64 and 65** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 110**.

GoingonaTrip

Lesson Objectives

Students will:

- encounter and explore a story linked to the theme of the unit
- be able to recognize and name the second eight key vocabulary items
- be able to ask for information about places and things from the past and give answers with adjectives

Vocabulary Key words 2

exciting interesting scary boring ranch campsite aquarium zoo

Expansion Structure

• How was / were to ask about things and places from the past

How was the zoo? It was boring.

Materials

- Hang Out Student Book, Workbook
- CD and A/V equipment or Classroom Digital Materials

B Role-play the story. **5** min.

2. Where did Brian go on vacation?

- Put students in groups of two. Assign each student a character from the story to play.
- Have students read through the story playing the part of the character.
- Have students swap roles and repeat.
- (Optional) Call on two or three groups of students to act out the story in front of the class.

CDM Choose one character in the story. Have students read the lines for the character.

C Read the story again. Then answer.

- Direct students' attention to part C.
- Read the guestions out loud. Tell students to look at the possible answer choices and check one.
- Review answers as a class. **(CDM)** Show students the correct answers on the screen.

- 🗛 回 103 Listen and say. | 5 min.
- Have students look at the vocabulary on page 93.
- Tell students to listen and repeat after the audio.
- Play audio track 103. Make sure the students are following along and repeating the words.

Warm-up 5 min.

Tell students to look back at the vacations they chose in part A on page 91. Choose one student and ask him / her what activities he / she circled. **(1)** "What did you do?" (3," I rode a horse." Call on different students in the class and ask them what they did on their vacation. Remind students that the answers don't need to be real.

Stol

🗛 💿 102 Listen and repeat. [5 min.

• Tell students to turn to page 92. Focus students' attention on the comic strip. Ask students two questions about the pictures and elicit answers.

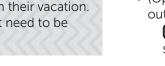
- 1. Point to Brian. (Who is he?" (Brian)
- 2. Point to Brian again. (), "What is he doing?" (playing a aame)
- Play audio track 102. The first time, students can just listen and follow along.
- Play the audio track a second time. Pause after each sentence and give students time to read and repeat.

CDM Show students the animated story on the screen.

Listen and repeat. Cool! Me, too! What did you do on We rode a horse What else? And we fed a vour vacation dolphin. That was Well, first we saw interesting! some animals Ah, I fed a lion. What else? Wow! Where did you go? I stayed at home! Washinaton Haven't you played We explored What about African Safari? a cave you? B Role-play the story. C Read the story again. Then answer. 1. What did Brian do first on his vacation? V b. He saw some animals. a. He fed a lion.

a. Washington 3. What did his friend do on vacation? a. He rode a horse. V b. He played a video game. 92

b. Texas

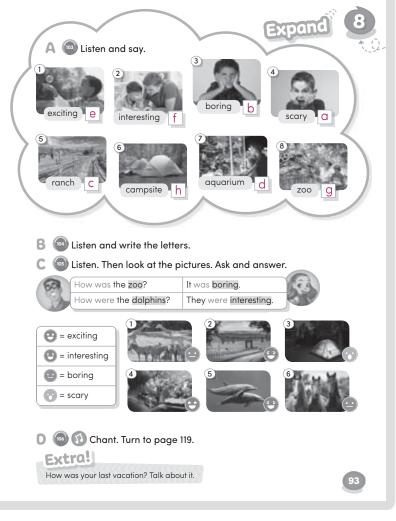








Lesson 3



CDM Go to the **Expand** page and play the audio. CDM Use the *Word Game* function to provide students with further vocabulary practice.

B and write the letters.

5-10 min.

- Have students take out a pencil or pen.
- Tell students they should look at the pictures in part A and write the letter they hear next to each picture.
- Play **audio track 104**. There are pauses in the audio recording to give students time to write, but you may want to pause the track to give them additional time if necessary.
- Review answers, calling on individual students. ① "What is A?"

CDM Play the audio and show the answers on the screen.

Contended and a series of the sector of the

- Focus the students' attention on the model dialog in part C. Play **audio track 105**.
- Split the class into two halves, A and B. Instruct group A to repeat the question aloud after you. Then have group B repeat the answer after you. Have groups switch roles and ask / answer again.
- Tell students to look at the six pictures. Put students in pairs and assign one student to be Student A and the other student to be Student B. Tell A to make a question

based on picture 1. Student B responds.

- CDM Show an example of the dialog for each of the images.
- Then have students switch roles and run through the exercise again.

Answers

- 1. How was the zoo? \rightarrow It was boring.
- 2. How was the ranch? \rightarrow It was interesting.
- 3. How was the campsite? \rightarrow It was scary.
- 4. How was the aquarium? \rightarrow It was exciting.
- 5. How were the dolphins? \rightarrow They were interesting.
- 6. How were the horses? \rightarrow They were boring.

D 🕢 106 Chant. 5-10 min.

- Tell students to turn to **page 119**. Play **audio track 106**. First, students listen and read the chant silently.
- Assign half of the class to read role 1, and the other half to read role 2.
- Play the audio track again. This time tell the students to read along to their part out loud.

CDM Show the animation and lyrics to the chant to encourage students to chant along.

I visited the aquarium. You did, did you? How was the aquarium? It was interesting.

- I went to the zoo. You did, did you? How was the zoo? It was boring.
- I stayed at the campsite. You did, did you? How was the campsite? It was scary.
- I rode on a horse. You did, did you? How was the ride? It was exciting.

I explored a cave. You did, did you? How was the cave? It was scary.

More practice

Assign **pages 66 and 67** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 110**.

WB

Goingona Trip

Lesson Objectives

Students will:

- encounter some of the target vocabulary and grammar while learning about an engaging topic
- practice using visual clues to assist in comprehension
- develop listening skills and answering questions about a text

Materials

- Hang Out Student Book, Workbook
- CD and A/V equipment or Classroom Digital Materials

Warm-up 5 min.

- Write "What did you do ... ?" and "How was / were ... ?" on the board.
- Choose a student and ask him / her to come to the front of the class. Then ask the first question. *"What did you do last week?"* Ask the student to respond. *"I rode a horse."*
- Next, ask a follow-up question based on the student's response. **1** "How was riding the horse?" **3** "It was exciting."
- Now have the first student choose another student and ask him / her the questions.
- Repeat with several students in the class, each time having the student first answer questions before choosing another student to ask questions to.



A 💿 107 Listen and read. 15 min. 🦓

- Have students turn to pages 94 and 95.
- Point to the camel in the picture and ask students if they know what it is. Explain that camels usually live in deserts. Tell students they are going to learn more about the camel and how it is able to live in the desert.
- Tell students to read along silently as they listen. Play audio track 107.
- Play the audio track again. This time, tell students to try to read aloud as they listen to the story.
 - CDM Show the animated slideshow.

B Answer the questions. 5 min.

- Focus students' attention on part B. Read the questions out loud.
- Tell students to complete the answers. Give students 1–2 minutes.
- Encourage students to use the text to help them answer the questions.



• Check answers as a class. Read the first question and select a student to give the answer. Repeat for the second question.

CDM Show students the correct answers on the screen.

🕲 💿 108 Listen and write. 🚺 10 min. 🖓

- Have students turn to **page 96**. Give students directions about what they will hear. ① "Let's listen. There are four students. They are talking about the reading. What do they say? Write the words that you hear."
- Play audio track 108.
- Check answers. Read the sentence up to the answer choice and then stop. Ask students which word they heard. Make sure all students have written the correct word.
 - 1. Horses can live in the desert.
- 2. Camels can live for six months without water.
- 3. Camels have <u>humps</u> to store fat for energy.
- 4. Camels have wide, flat eyes.
- Play the audio track again for students to check their answers.
- Read sentence 1 to the students. Ask the students whether the boy is right. Tell students to circle Yes or No. Repeat for the rest of the sentences. Encourage students to use the text to help them answer.

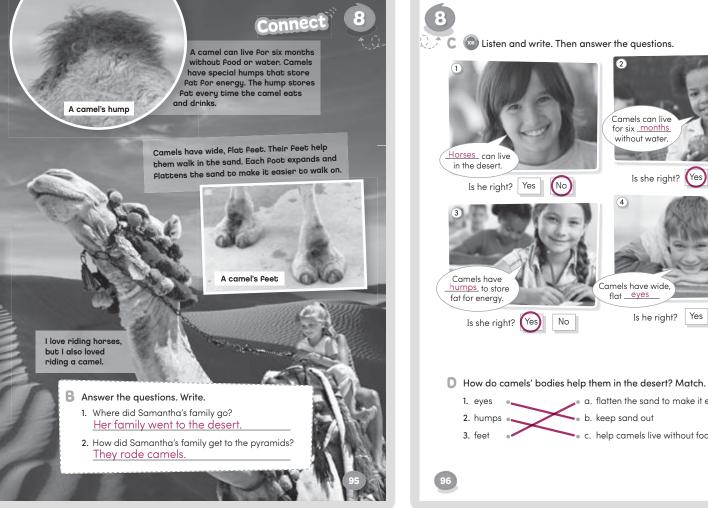
8 Sefence

Lesson 4

A 💿 Listen and read.

An Interesting





WB

Check answers as a class.

CDM Go through the sentences one by one and have students come up and choose the answer.

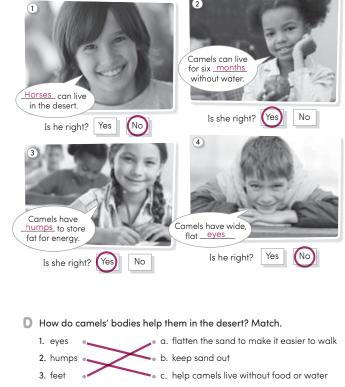
D Summary 5 min.

- Focus students' attention on part D at the bottom of page 96. Tell the students to re-read the text on pages 94 and 95 and match the body parts to the functions. **(i)** "What does each body part do? Do you remember? Draw lines. Look at the text again."
- Check answers as a class.
- Call on students to make sentences using their answers. Stronger students can be encouraged to make several sentences and give a simple summary of the reading.

(CDM) Show students the correct answers on the screen.

More practice

Assign **page 68** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on page 110.



Lesson 5

Lesson Objectives

Students will:

- read an example writing paragraph
- prepare for a writing activity

Materials

- Hang Out Student Book, Workbook
- CD and A/V equipment or Classroom Digital Materials
- Optional: a die

Warm-up 5 min.

Roll the Die

- Choose one of the actions from lesson 1 and think of a full sentence in the past form. For example, *I saw some animals*.
- Write blank spaces on the board for each letter in the sentence, using slashes to separate words.
- Tell students they need to guess the sentence by guessing the letters.
- Choose one student or team to go first. First give one student a die and ask him / her to roll it. Remember the number.
- Next, ask the student to guess a letter. If the student guesses a letter correctly, write it in the blank space or spaces. Then multiply the number of times the letter appears by the number on the die. For example, if the student rolls a 3, and the student guesses "S", he / she will get 9 points (3 x 3).
- Continue until the class has guessed all of the letters. The team with the most points is the winner.



A Read the example. Circle all of the

adjectives. <u>5 min.</u>

- Tell students to turn to page 97. Focus students' attention on the two paragraphs.
- Read each paragraph out loud and have students listen.
- Next, tell students to re-read the text by themselves and circle all of the adjectives.

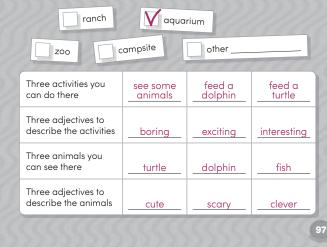
CDM Show students the correct answers on the screen.

Read the example. Circle all of the adjectives.

Last vacation, I went to the zoo. I went there with my friend and her family. It was a great trip. We saw many animals at the zoo. My favorite animal was the tiger. The tigers were exciting We also fed a dolphin at the zoo. The dolphins were very active and playful I think dolphins are very interesting

There was also an aquarium at the zoo. It was very big There were lots of fish inside, but I think the fish were Foring My friend really likes them, but they only swim around. I think tigers and dolphins are more interesting than fish.

B Choose one place to go on vacation. Fill in the chart.



Review 10-15 min.

- Have students turn to pages 88 and 89.
- Direct students' attention to the main picture. **()** *"Look at the picture."* Call out a letter from a-h and ask students to say the word together, based on their answers from lesson 1. **()** *"A. What is the word?"*
- Repeat by calling on individual students, saying a letter, and asking students to say the word.
- Direct students to part E on page 89.
- Put students in pairs and have them practice making sentences by reading the sentences in the box.
 Tstudent A, you are Clare. Make a sentence."
- Have students look at the main picture and continue to make sentences about the key vocabulary in the main picture.
- Next, have students turn to page 93.
- Tell students to look at the vocabulary in part A.
- Call out a number from 1-8 and ask individual students to say the word. **1**. *"One. Mel, what is the word?"*
- Repeat with a different student for all eight words.
- Direct students to part C.
- Put students in pairs and assign one student to be Student A and the other student to be Student B. Tell A to make a question based on picture 1. Student B responds. If "Student A, make a question for picture number one. Student B, answer."

- Then students switch roles. Student B makes the question for picture 2, and Student A responds. (). "Now Student B make a question for picture number two. Student A, answer."
- Students continue until they have talked about all the pictures.

Writing preparation 10-15 min.

- Focus students' attention on the writing section at the bottom of **page 97**.
- Tell students to choose one of the places to go on vacation. Alternatively, they can choose their own idea.
- Next, tell students to complete the chart based on the vacation they chose to go on.
- Circulate and monitor the students, providing assistance where necessary.

CDM Show the students an example of a completed chart on the screen.

qu=qsawfinU



- To wrap up the unit, ask students to turn to **page 94** in the Workbook.
- Make sure students have a pen or pencil.
- Direct students' attention to the words at the top of the page. Ask students to check all of the words they know. *Look at the words. Check the words you know.*
- Walk around the class to briefly gauge the words that students have difficulty with. If you see the same words unchecked by many of the students, review these words. Direct the students back to the pages that contain images of these words.
- Next, direct students' attention to the *l can* sentences on the second half of the page.
- Read out each sentence one by one, asking students to check the sentence if they can do it. Make sure that all students understand each sentence before moving on to the next.

I can sentences:

Speaking

- 1. I can talk about a place I visited.
- 2. I can say what I did there.
- 3. I can ask and answer questions about how it was.

Listening

- 4. I can understand when people talk about activities on vacation.
- 5. I can understand when someone asks a question about what someone did and how it was.

Reading

6. I can read and understand short passages about visiting places and doing activities.

Writing

7. I can write a few sentences telling about trips and what was done.

Writing

Assign **page 93** of the **Workbook** for students to complete the writing activity. This can be completed as homework or in class.

Portfolio writing sample answer

I went to <u>a zoo</u>. I <u>fed some dolphins</u>. It was <u>interesting</u>. I <u>also saw a turtle</u>. It was <u>exciting</u>.

More practice

WB

Assign **page 69** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 110**.



This Weekend

Lesson 1

Unit Objectives

- Weather words and indoor/outdoor activities
- Saying what you will do in different types of weather

Lesson Objectives

Students will be able to:

- recognize and name the first eight key vocabulary items
- say what they will do depending on the weather

Vocabulary Key words 1

rainy stormy practice the guitar play on the tablet chilly sunny play in the yard go on a picnic

Core Structures

• First conditional If it's sunny this weekend, I'll play in the yard.

Materials

- Hang Out Student Book, Workbook
- CD and A/V equipment or Classroom Digital Materials
- Optional: paper

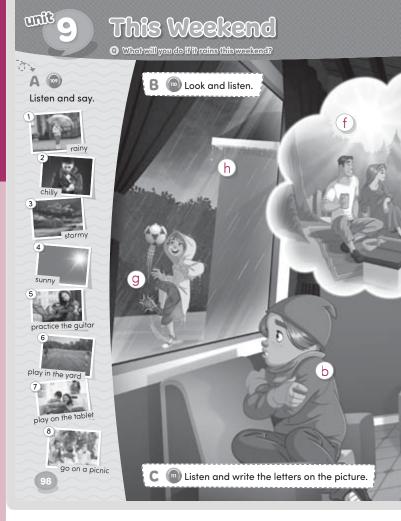
Goal & Warm-up Question 5 min.

- Have students open their Student Book to page 98.
- Read the title of the lesson and the learning points. CDM Go to the Aims page and play the audio.
- Ask students the focus question: ① "What will you do if it rains this weekend?" Call on students individually to answer. If students have difficulty coming up with ideas, suggest some of the activities you do when it rains. Encourage different students to give different answers.

A 💿 109 Listen and say. <u>5 min.</u>

- Focus students' attention on the vocabulary list on the left-hand side of the page.
- Tell students to listen and repeat after the audio.
 Listen to the words. Look at the pictures and say the words.
- Play **audio track 109**. Make sure the students are following along and repeating the words.
- Play the audio track again, and have students point at the images on the left of the page.

CDM Go to the **Introduction** page and play the audio.



CDM Use the *Word Game* function to provide students with further vocabulary practice.

B 💿 110 Look and listen. 5 min. 🤇

- Focus students' attention on the main picture on **pages 98 and 99**.
- Talk about the main picture; explain the situation shown in the picture. The family is at home today. It's raining, so almost everyone is inside. But look at Brian [point to Brian]. He is outside. He is playing in the yard. He likes playing in the yard even if it is raining. Clare is thinking about next weekend. If it is sunny, she will go on a picnic. Emma is playing the guitar, and Steven is playing on his tablet."
- Play audio track 110.
- Alex: It's time to start thinking about the weekend. I wonder what the weather will be like. If it's **chilly**, I will stay inside. I don't like cold weather. Brian doesn't mind the cold, though. He even likes the rain. He says that if it's **rainy** this weekend, he will **play in the yard**! Mom likes **sunny** weather. She says if it's sunny this weekend, we will **go on a picnic**. She loves picnics. My dad says he thinks it will be **stormy** this weekend. He says if it's stormy, he will stay home and **play on his tablet**. Emma got a new guitar. She says she is going to **practice the guitar** all weekend. What will you do this weekend?



CDM Take students on a virtual tour of the image, highlighting key words.

CDM Play the animation. Use the *Caption* and *Script* functions to show students the script.

CDM Click the Show Label button to highlight key words and their images in the picture.

© 111 Listen and write the letters on the picture. 5-10 min.

- Play **audio track 111**. Have students listen to each word and write the corresponding letters in the circles on the picture. **1** *"Listen. Find the word in the picture. Write the letter."*
- After students have found all of the words, call on them to point to where each activity is.

CDM To review key vocabulary, use the *Key Words* and *Flash Cards* functions.

CDM Repeat the activity with drag-and-drop labels.

D 😡 112 Song 10 min. 🖓

- Tell students to turn to **page 120** where they will see the lyrics to the song. **()** *"Let's listen to a song. Turn to page 120."*
- Play **audio track 112**, and have students just listen the first time.
- Play the song again, but this time encourage the students to sing along with the song.

CDM Show the animation and lyrics to the song to encourage students to sing along.

It's rainy today. It's rainy today. If it's rainy on the weekend, I'll play on my tablet. It's chilly today. It's chilly today. If it's chilly on the weekend, I'll play in the yard. It's sunny today. It's sunny today. If it's sunny on the weekend, I'll go on a picnic. It's stormy today. It's stormy today. It's stormy today. If it's stormy today.

E Look at the picture and say. 5-10 min.

- Tell students to look at the dialog box (part E) on **page 99**.
- Put students in pairs. ① "Sit with a partner." Have them practice by reading the sentences in the box. ① "Let's read together."

CDM Show students model sentences on the screen. Select from the eight key words to change the example dialog. Have students repeat after the audio each time.

- Have students look at the main picture and continue to make sentences using the key vocabulary in the main picture. **1** *"Look at the picture. Talk about the picture with your partner."*
- Choose two or three students and have them stand and make a sentence for the class.

More practice

WB

Assign **pages 70 and 71** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 110**.

This Weekend

Lesson 2

Lesson Objectives

Students will:

- become more familiar with target vocabulary and grammar through song
- practice reading a 'real-world' text
- prepare for and participate in a communicative activity with other students

Materials

- Hang Out Student Book, Workbook
- CD and A/V equipment or Classroom Digital Materials

Warm-up 5 min.

Tell students to look at the large picture on pages 98 and 99. As a review, ask students what they can see. Encourage different students to provide all of the words from vocabulary set 1 (introduced in lesson 1). Next, ask students to think about what they will do on the weekend under different weather conditions. **()** "What will you do if it's sunny on the weekend?" to elicit a response. (S) "If it's sunny this weekend, I'll play in the yard." Call on different students to talk about what they will do on the weekend, and encourage them to use different answers. Answers can include the vocabulary from lesson 1 or the students' own ideas.

Song

A 💿 113 Listen and sing. 15 min.

- Tell students to turn to the lyrics on page 120. Play audio track 113, and have students listen the first time.
- Play the song again, but this time encourage the students to sing along with the song.

CDM Show the animation and lyrics to the song to encourage students to sing along.

It's rainy today.

It's rainy today. If it's rainy on the weekend, I'll play on my tablet.

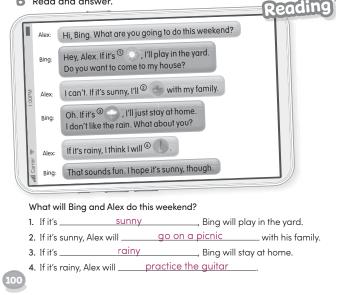
It's chilly today. It's chilly today. If it's chilly on the weekend, I'll play in the yard.

It's sunny today. It's sunny today. If it's sunny on the weekend, I'll go on a picnic.



4. If it's ______ on the weekend, I'lloractice my guitar/ play on my tablet.

B Read and answer.



It's stormy today. It's stormy today. If it's stormy on the weekend, I'll practice my guitar.

- Tell students to turn to page 100. Focus students' attention on part A. Play audio track 113 again and pause the track after each verse. Tell students to write the weather and circle the phrases that they hear.
- Choose students to read the sentences aloud to check the answers.
- (Optional) Play the audio track one more time for students to check their answers.

(CDM) Show students the correct answers on the screen.

Readin

B Read and answer. 10 min.

- Focus students' attention on the text message conversation in the Reading section on page 100. Tell students to look at the images in the text and give them one minute to do so.
- Next, read the passage to the students, pausing at each picture. Elicit the word from students.

	Think of three Fill in the cha		ı like to do in each ty	pe of weather.		Q-
						*
	.					
	4 -				_	
					_ *	
					¢.	
R	What will you	r partner do?	Ask and write.			
3	What will you on the weeke	do if it's rainy nd?	If it's rainy on the wee the movies.	kend, I'll go to	2	
	Weather		Activity			
	rainy chilly stormy sunny					
	Now tell the c	lass.				*
	What will he / rainy on the w		If it's rainy on the wee will go to the movies.	kend, he / she	S.	
					101	

- Tell the students to write the weather and activities in the blank spaces at the bottom of the page. Circulate and monitor the students, providing assistance where necessary.
- Finally, read the passage again, pausing after each sentence, and have the students repeat each sentence after you.

CDM Show the text and the correct answers to complete the sentences.



A Think of three activities you like to do in each type of weather. Fill in the chart. 5 min.

- Have students look at **page 101**.
- Direct students' attention to the weather symbols in the chart and make sure students know the meaning of each symbol (top to bottom: rainy, chilly, stormy, sunny).
- Tell students to think about three activities they could do in each type of weather and write them on the lines.
- Give students 2–3 minutes to write the activities.

CDM Show students the example.

• Circulate and monitor the students, providing assistance where necessary.

B Speaking activity. **15** min.

- Focus students' attention on the model dialog. Select two students in the class to read the lines for each of the characters. **1** *"Can you read the dialog? You be Brian, and you be Emma."*
- Put students in pairs. Assign one student to be Student A and the other student as Student B. Have Student A ask Student B the questions first. Student B listens and answers. Student A should write at least one activity for each type of weather. Twork with a partner. Student A ask first. Student B answer the questions."

CDM Use the model dialog to demonstrate the answer / question exchange, and how to complete the activity in B.

- Give students two or three minutes to finish the activity. Then Student B asks Student A the questions and Student A answers. **1** *"OK. Now change. Student B ask the questions, and Student A answer."*
- Choose one student and ask him / her about his / her partner. M"What will he / she do if it's rainy on the weekend?" After the student has responded, choose another student in the class. The first student should ask a question to the second student. Next, choose a third student. This time the second student asks a question to the third student. Continue the chain with each student first answering a question before asking the next student a question.

More practice



Assign **pages 72 and 73** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 110**.

ThisWeekend

Lesson 3

Lesson Objectives

Students will:

- encounter and explore a story linked to the theme of the unit
- be able to recognize and name the second eight key vocabulary items
- be able to ask and answer Y/N questions to find out what someone will do in the future based on the weather

Vocabulary Key words 2

cool snowy go swimming do homework boiling freezing go to the park visit the library

Expansion Structure

• Y/N questions with first conditional Will you go swimming if it's boiling? Yes, I will. / No, I won't.

Materials

- Hang Out Student Book, Workbook
- CD and A/V equipment or Classroom Digital Materials

Warm-up 5 min.

Tell students to look back at the activities they wrote in part A on **page 101**. Choose one student and ask him / her a question about one of the weather types. Vary the future times to give students a chance to practice answering about different times in the future. **①** "What will you do if it's chilly tomorrow?" **③** "I will practice the guitar." Call on different students in the class and ask them what they will do depending on the weather.

Story

🗛 💿 114 Listen and repeat. 🚺 5 min.

- Tell students to turn to **page 102**. Focus students' attention on the comic strip. Ask students two questions about the pictures and elicit the answers.
 - 1. Point to Brian. (1) "Who is he?" (Brian)
 - 2. Point to frame 4. **(1)** *"Where is Brian?" (in the park)*
- Play **audio track 114**. The first time, students can just listen and follow along.
- Play the audio track a second time. Pause after each sentence and give students time to read and repeat.

CDM Show students the animated story on the screen.

B Role-play the story. <u>5 min.</u>

A 🔟 Listen and repeat.

If it's hot this

weekend, I'll ao

to the park

- Put students in groups of two. Assign each student a character from the story to play.
- Have students read through the story playing the part of the character.
- Have students swap roles and repeat.
- (Optional) Call on two or three groups of students to act out the story in front of the class.

CDM Choose one character in the story. Have students read the lines for the character.

C Read the story again. Then answer.

- Direct students' attention to part C.
- Read the questions out loud. Tell students to look at the possible answer choices and check one.

5 min.

Review answers as a class.
 CDM Show students the correct answers on the screen.



A 💩 115 Listen and say. 🛛 5 min. 🕈

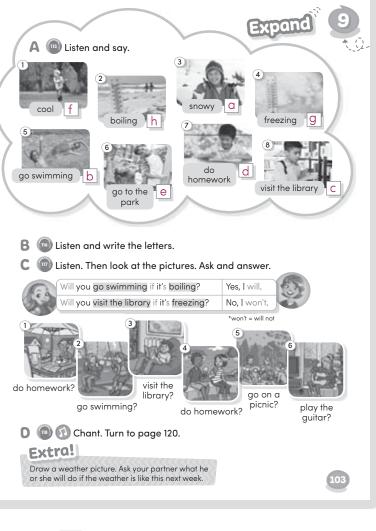
- Have students look at the vocabulary on **page 103**.
- Tell students to listen and repeat after the audio.
- Play **audio track 115**. Make sure the students are following along and repeating the words.

CDM Go to the **Expand** page and play the audio.



And if it's boiling, I'll go

swimming!



CDM Use the *Word Game* function to provide students with further vocabulary practice.

B and units the letters. 5-10 min.

- Have students take out a pencil or pen.
- Tell students they should look at the pictures in part A and write the letter they hear next to each picture.
- Play **audio track 116**. There are pauses in the audio recording to give students time to write, but you may want to pause the track to give them additional time if necessary.
- Review answers, calling on individual students. **1** *"What is A?"*

CDM Play the audio and show the answers on the screen.

Contended and answer. 10 min.

- Focus the students' attention on the model dialog in part C. Play **audio track 117**.
- Split the class into two halves, A and B. Instruct group A to repeat the question aloud after you. Then have group B repeat the answer after you. Have groups switch roles and ask / answer again.
- Tell students to look at the six pictures. Put students in pairs and assign one student to be Student A and the other student to be Student B. Tell A to make a question

based on picture 1. Student B responds.

- CDM Show an example of the dialog for each of the images.
- Then have students switch roles and run through the exercise again.

Answers

- 1. Will you do homework if it's boiling? \rightarrow Yes, I will.
- 2. Will you go swimming if it's freezing? \rightarrow No, I won't.
- 3. Will you visit the library if it's snowy? \rightarrow Yes, I will.
- 4. Will you do homework if it's boiling? \rightarrow No, I won't.
- 5. Will you go on a picnic if it's cool? \rightarrow Yes, I will.
- 6. Will you play the guitar if it's snowy? \rightarrow Yes, I will.

D 💿 118 Chant. <u>5-10 min.</u>

- Tell students to turn to **page 120**. Play **audio track 118**. First, students listen and read the chant silently.
- Assign half of the class to read role 1, and the other half to read role 2.
- Play the audio track again. This time tell the students to read along to their part out loud.

CDM Show the animation and lyrics to the chant to encourage students to chant along.

Will you go swimming if it's boiling? Will you go swimming if it's boiling? Yes, I will. Yes, I will.

Will you do your homework if it's freezing? Will you do your homework if it's freezing? No, I won't. No, I won't.

Will you go to the park if it's snowy? Will you go to the park if it's snowy? Yes, I will. Yes, I will.

Will you visit the library if it's cool? Will you visit the library if it's cool? No, I won't. No, I won't.

More practice

WB

Assign **pages 74 and 75** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 111**. Lesson Objectives

Students will:

- encounter some of the target vocabulary and grammar while learning about an engaging topic
- practice using visual clues to assist in comprehension
- develop listening skills and answering questions about a text

Materials

- Hang Out Student Book, Workbook
- CD and A/V equipment or Classroom Digital Materials
- Optional: one set of flashcards

Warm-up 5 min.

- Prepare one set of flashcards. Stick the weather cards on the left-hand side of the board and the actions on the right-hand side.
- Write "If ... , I will ..." on the board.
- Ask one student to come to the front of the class and draw a line between one of the weather words and one of the actions. Then the student should make a sentence. S*"If it's sunny, I will play in the yard."*
- Once a word has been chosen, it cannot be used by another student again.
- Call on a different student and ask him / her to come to the front and make another sentence.
- Continue until all of the words have been chosen.

Connect

A 💩 119 Listen and read. 15 min.

- Have students turn to pages 104 and 105.
- Point to the image of India Gate in the picture and ask students if they can guess where it is (India). Explain that it is called India Gate and that it is popular for tourists to visit. Tell students they are going to learn more about what some people like to do in the summer in India.
- Tell students to read along silently as they listen. Play audio track 119.
- Play the audio track again. This time, tell students to try to read aloud as they listen to the story.
 - **CDM** Show the animated slideshow.

This is Aditya. He lives in New Delhi, the capital city of India. In summer, the monsoon season lasts from June to September, so the weather is hot and wet. Sometimes it gets very hot in New Delhi. The temperature can reach more than 40 degrees Celsius 1004 degrees Fohrenheitt its boiling. Many people enjoy the monsoon rains because they ing cool temperatures, wash avay the dust, and make the city bright and clean again.

MMBR

India Gate

Gulture

Listen and read.

Lesson 4

B Answer the questions. 5 min.

- Focus students' attention on part B. Read the questions out loud.
- Tell students to complete the answers. Give students 1–2 minutes.
- Encourage students to use the text to help them answer the questions.
- Check answers as a class. Read the first question and select a student to give the answer. Repeat for the second question.

CDM Show students the correct answers on the screen.

Contemporary and write. 10 min.

- Have students turn to **page 106**. Give students directions about what they will hear. **1***Let's listen. There are four students. They are talking about the reading. What do they say? Write the words that you hear.*"
- Play audio track 120.
- Check answers. Read the sentence up to the answer choice and then stop. Ask students which word they heard. Make sure all students have written the correct word.



- 1. The weather in New Delhi is hot and wet from June to September.
- 2. The temperature can reach forty degrees! That's boiling.
- 3. India Gate is a park.
- 4. If it's wet this weekend, Aditya will swim.
- Play the audio track again for students to check their answers.
- Read sentence 1 to the students. Ask the students whether the boy is right. Tell students to circle Yes or No. Repeat for the rest of the sentences. Encourage students to use the text to help them answer.
- Check answers as a class.

CDM Go through the sentences one by one and have students come up and choose the answer.

D Summary 5 min.

• Focus students' attention on part D at the bottom of page 106. Tell the students to re-read the text on pages 104 and 105 and fill in the blanks with the words in the box. **1** What can you remember about summer in New Delhi? Write. Look at the text again."

2 can reach <u>forty</u> degrees! That's boiling. Is she right? (Yes No 4 If it's wet this weekend, Aditya will __swim India Gate is a No Is she right? Yes Complete the sentences about summer in New Delhi. stay at home summer cool

The temperature

summer in New Delhi, the weather is hot and wet. cool The monsoon rains in India bring ²____ _ temperatures. Many people ³ go swimming at India Gate in the summer. But if it's very hot, it's better to ⁴___stay at home___

- Check answers as a class.
- Call on students to make sentences using their answers. Stronger students can be encouraged to make several sentences and give a simple summary of the reading.

CDM Show students the correct answers on the screen

More practice

Assign page 76 of the Workbook as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on page 111.

WE

This Weekend

Lesson 5

Lesson Objectives

Students will:

- read an example writing paragraph
- prepare for a writing activity

Materials

- Hang Out Student Book, Workbook
- CD and A/V equipment or Classroom Digital Materials

Warm-up 5 min.

Find the Mistake

- Before the class begins, write five or six sentences / questions on the board. Make sure each sentence has a mistake. (See below for suggestions.)
- Put students in teams, and give each team a blank piece of paper. Ask the teams to re-write the sentences without the mistake.
- Check answers and award a point for every correct sentence.
- Suggested sentences:
 - If it rainy this weekend, she'll practice the guitar.
 - If it's stormy this weekend, <u>she plays</u> on the tablet.
 - If it's sunny <u>last</u> week, he'll play in the yard.
 - Will you goes swimming if it's boiling?
 - Will you visit the library if it was freezing?

Writing

A ■ Read the example. Circle all of the types of weather and underline all of the activities. 5 min.

- Tell students to turn to page 107. Focus students'
- attention on the two paragraphs.
- Read each paragraph out loud and have students listen.
- Next, tell students to re-read the text by themselves and circle all of the types of weather and underline all of the activities.

CDM Show students the correct answers on the screen.

Review 10-15 min.

- Have students turn to pages 98 and 99.
- Direct students' attention to the main picture. **()** *"Look at the picture."* Call out a letter from a-h and ask students to say the word together, based on their answers from lesson 1. **()** *"A. What is the word?"*

A Read the example. Circle all of the types of weather and underline all of the activities.

I really like unny weather. I hope it's unny on the weekend. If it's unny this weekend, I'll go on a picnic. I love picnics. I usually go on picnics in the summer with my friends. But if it's rainy this weekend, I'll stay at home. I can play a video game with my brother. My brother is good at playing video games.

It might be freezing next week. If it's freezing, I'll <u>visit the</u> library. The library is always warm. I have to <u>look for a new</u> <u>book</u> anyway. But if it's cool next week, I'll <u>go swimming</u>. There is a swimming pool near my house. The pool is outside, so I don't go there in cold weather. I usually go there after school.

B Choose four different types of weather. Think of an activity you like to do in each type of weather. Fill in the chart.

boiling cool	chilly sunny freezing snowy windy cloud
Weather	Activity
rainy	read a book
stormy	play on the tablet
chilly	do homework
sunny	go on a picnic

- Repeat by calling on individual students, saying a letter, and asking students to say the word.
- Direct students to part E on page 99.
- Put students in pairs and have them practice making sentences by reading the sentences in the box.
 Student A, you are Alex. Make a sentence.
- Have students look at the main picture and continue to make sentences about the key vocabulary in the main picture.
- Next, have students turn to page 103.
- Tell students to look at the vocabulary in part A.
- Call out a number from 1-8 and ask individual students to say the word. **1**. *"One. Mel, what is the word?"*
- Repeat with a different student for all eight words.
- Direct students to part C.
- Put students in pairs and assign one student to be Student A and the other student to be Student B. Tell A to make a question based on picture 1. Student B responds. Student A, make a question for picture number one. Student B, answer."
- Then students switch roles. Student B makes the question for picture 2, and Student A responds. *Now Student B make a question for picture number two. Student A, answer."*
- Students continue until they have talked about all pictures.

ing (

Willing preparation 10-15 min.

- · Focus students' attention on the writing section at the bottom of page 107.
- Tell students to choose their four favorite types of weather from the list.
- Next, ask students to write the types of weather in the first column of the chart. Then tell students to think of one activity that they like to do in that weather and complete the chart.
- Circulate and monitor the students, providing assistance where necessary.

(CDM) Show the students an example of a completed chart on the screen.

Unitwrap=up



- To wrap up the unit, ask students to turn to page 96 in the Workbook.
- Make sure students have a pen or pencil.
- Direct students' attention to the words at the top of the page. Ask students to check all of the words they know. Look at the words. Check the words you know."
- Walk around the class to briefly gauge the words that students have difficulty with. If you see the same words unchecked by many of the students, review these words. Direct the students back to the pages that contain images of these words.
- Next, direct students' attention to the *I can* sentences on the second half of the page.
- Read out each sentence one by one, asking students to check the sentence if they can do it. Make sure that all students understand each sentence before moving on to the next.

I can sentences:

Speaking

- 1. I can say what people will do in different kinds of weather.
- 2. I can ask and answer guestions about what I'll do depending on the weather.

Listening

- 3. I can understand when someone talks about the weather and activities.
- 4. I can understand when someone asks a question about what people do in different kinds of weather.

Reading

5. I can read and understand short passages about weather and activities.

Writina

6. I can write a few sentences telling what people do in different kinds of weather.

Writing

Assign page 95 of the Workbook for students to complete the writing activity. This can be completed as homework or in class.

Portfolio writing sample answer

If it's sunny this weekend, I'll play in the yard. If it's rainy this weekend, I'll practice the guitar. If it's chilly this weekend, I'll meet my friends. If it's stormy this weekend, I'll play on the tablet.

More practice

Assign page 77 of the Workbook as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on page 111.

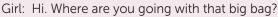
7-9 Review 3

A Write the words. 10 min. 🖓

- Tell students to open their Student Book to page 108.
- Point to each of the pictures on the page. Say the word and have students repeat.
- Make sure each student has something to write with.
- Point to picture 1 (cool) and ask students what it is. Write the word *cool* on the board. Tell students to fill in the squares for number 1 on the puzzle.
- Tell students to look at the rest of the pictures and fill in the rest of the squares.
- Encourage students to look back over units 7–9 to help with finding the answers and correct spelling.
- If students are having a difficult time with the words, or for weaker groups, you can write the list of words on the board.
- Once students have written the 8 words in the puzzle, tell them to look at the shaded squares to find the secret word and write it at the bottom of the puzzle.

B 😡 121 Listen. Then circle. 5 min.

- Tell students they will listen to two children talking. The first time, students should just listen.
- Play audio track 121.



- Boy: To get a train. I'm going to a campsite for three days.
- Girl: What time does the train leave?
- Boy: I think it leaves at 10 a.m. and it takes about 2 hours to get there.
- Girl: Will you go swimming?
- Boy: No, I won't, it's a bit chilly at the campsite. If it's sunny, we'll go to a ranch and make a campfire. Girl: What will you do if it's rainy?
- Boy: If it's rainy, I'll practice the guitar with my friends.
- Girl: I stayed at a campsite in the mountains last year.
- Boy: How was it?
- Girl: It was exciting! We explored a really big cave.
- Boy: That sounds fun. I have to leave now. I don't want to miss my train.
- Girl: Have a great time. See you when you get back.
- Next, read the four questions on **page 109**. Then point to the two answer choices for each question (a and b), and ask students to say what they can see.
- Make sure each student has something to write with. Tell the students they are going to listen to the children talking again. This time, students should circle the correct answer choice.
- Play **track 121** again. If students struggle to keep up, pause the track after each answer is mentioned.

7-9 Review 3





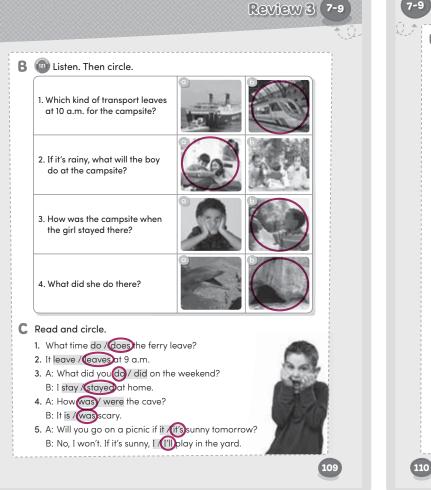


- Review answers as a class. Read the question and call on different students to provide the answers.
- (Optional) Play **track 121** one more time to give students a chance to listen for any answers they may have missed the first time.

C Read and circle. <u>5 min.</u>

108

- Focus students' attention on part C on **page 109**.
- Read each sentence out loud, including both of the possible answer choices. For example, **1** *"Number one. What time do / does the ferry leave?"* Have students repeat after you for each sentence.
- Next, elicit the correct answer choice for sentence 1. Say to students, **1** *"What time do it leave or what time does it leave?"* Encourage students to provide the answer (does). Tell students to circle the word *does*.
- Now tell students to read each sentence by themselves and circle the correct word.
- Monitor and provide assistance if necessary.
- Give students 2–3 minutes to complete the activity.
- Go over answers as a class. Starting with sentence 2, choose a student and ask him / her to read out the correct sentence for each item. Make sure all students have circled the correct word.



Read the text and choose the best answer.

- Have students look at **page 110**.
- Tell students to look at the example at the top of the page in the blue box. Read the example sentence and point to the circled answer. Explain that answers b and c don't match the question.
- Read question 1 to the students, followed by the three possible answer choices. Tell students to think about which answer choice matches the question and circle it.
- Repeat for questions 2-5.
- Review answers as a class. Starting with question 1, read the question and ask a student to tell you which answer choice he / she circled.
- Make sure that all students have circled the correct answers.

-9 Review 3

D Read the text and choose the best answer.



Example: Will you go on the school trip? (a) Yes, I will. b. Yes, I do. c. Yes, I am.

The children are talking about

their school trip.

- How long does it take to get there?
 a. It opens at 9 a.m.
 b. It takes about two hours.
 c. It leaves at eight in the morning.
- 2. How was your last trip there?
 (a) It was exciting.
 (b) It's hot.
- c. We made a campfire.
 3. What did you do?
 a. We're going to watch a musical.
 b. We visited a museum.
 - c. We'll visit an aquarium.
- 4. Will you go swimming if it's freezing?
 a. No, the pool closes at 10 p.m.
 b. No, I didn't. I saw some animals.
 C. No, I won't. I'll go to the aquarium.

5. What time does the last ferry leave?
1 leaves at 10:30 p.m.
b. It arrives at 10:45 p.m.
c. It takes about 15 minutes.



Answer Key

Welcome

- A. 1. Clare
 - 2. Brian
 - 3. Emma
 - 4. Alex
 - 5. Steven
- **B.** 1. b 2. d 3. c 4. a
- C. 1. 9:20 2. 7:20 3. 5:15 4. 12:55 5. 2:30
 D. 1. Spain 2. Canada
- J. 1. Spain2. Canada3. Australia4. America5. China6. Mexico7. Japan8. Korea
- E. 1. American
 3. China
 5. Korea
 7. Mexican
 2. Australia
 4. Canadian
 6. Japan
 8. Spanish
- F. 1. I come from Mexico.
 - 2. We come from Korea.
 - 3. They come from Australia.
 - 4. He comes from Canada.
 - 5. She comes from China.
- G. 1. Chinese
 - 2. Canadian
 - 3. They
 - 4. He
 - 5. We

Unit 1 Lots to Do

- A. 1. haircut
 - 2. look for
 - 3. medicine
 - 4. return
 - 5. bill
 - 6. tickets
 - 7. mail
 - 8. groceries
- B. 1. has to
 2.1

 4. have to
 5.1
- 2. has to 5. have to

3. have to

- C. 1. He has to mail a letter.
 - 2. He has to get a haircut.
 - 3. She has to get medicine.
 - 4. I have to return clothes.
- **D.** 1. have to buy groceries
 - 2. has to look for a book
 - 3. have to pay a bill
 - 4. has to get tickets

Listening

Α.	1. Yes	2. No
	3. Yes	4. No
	5. Yes	6. No

B. 1. a 2. b 3. b 4. b 5. a 6. a

Writing

- A. 1. | have to get tickets.
 - 2. She <u>has to</u> get a haircut.
 - 3. What <u>do</u> they have to do?
 - 4. What does he have to do?
 - 5. What do they have to do? They have to get medicine.
- C. 1. Min has to buy groceries.
 - 2. Min has to get medicine.
 - 3. Min has to mail a letter.
 - (model answers)
 - 4. I have to get tickets.
 - 5. I have to return clothes.
 - 6. I have to get a haircut.

Vocabulary

- A. Down 1. hairdresser
 - 2. pharmacy
 - 3. supermarket
 - 4. bookstore
 - Across 5. post office
 - 6. theater
 - 7. bank
 - 8. department store

Speaking

- A. 1. Does
 - 2. doesn't
 - 3. do
 - 4. do
 - 5. Does / No
 - 6. Yes / has to

Connect

Β.	1. No	2. Yes
	3. No	4. Yes

Reading & Writing

- A. 1. supermarket
 - 2. post office
 - 3. get a haircut
 - 4. get tickets
 - 5. bank
 - 6. look for a book
- B. a. Karen's Busy Week

Unit 2 Follow the Rules

- A. 1. sit on
 - 2. turn off
 - 3. return
 - 4. bring
 - 5. headphones
 - 6. photos
 - 7. shout
 - 8. librarian

B. 1. must not / sit on a desk

- 2. must / turn off the phone
- 3. must / return books on time
- 4. must / bring a library card
- 5. must / wear headphones
- 6. must not / take photos
- 7. must not / shout
- 8. must / listen to the librarian

С. 1. с	2. b	3. a	4. d
5. h	6. e	7. f	8. g

- D. 1. must not
 - 2. must
 - 3. return books on time
 - 4. take photos

Listening

- A. 1. listen to
 - 2. library card
 - 3. phone
 - 4. take photos
 - 5. sit on the desks
 - 6. shout
- B. You must
 - listen to the librarian
 - turn off your phone
 - bring a library card

You must not

- take photos
- shout
- sit on the desks

Writing

- A. 1. You must not run.
 - 2. <u>You must</u> do your homework.
 - 3. <u>You must not</u> play games in class.
 - 4. You must study.
 - 5. <u>You must</u> listen to the teacher.
 - 6. You must not talk on the phone.
- B. (model answers)
 - 1. We must not <u>play games</u>.
 - 2. We must listen to the teacher.
 - 3. We must <u>wear a uniform</u>.
 - 4. We must not <u>use our phones</u>.
 - 5. We must not shout.

Vocabulary

- A. Down 1. sketch
 - 3. chew gum
 - 4. touch
 - 6. food
 - Across 2. sculptures
 - 5. notes
 - 7. bag 8. video camera
- Speaking

A. 1. may

- 2. May
- 3. may not
- 4. May
- 5. may not
- 5. may no
- 6. may

Connect

- A. 1. must not
 - 2. may
 - 3. must
 - 4. must not

Reading & Writing

- A. 1. chew gum
 - 2. have food and drinks
 - 3. bring our bag inside
 - 4. shout
 - 5. wear headphones
 - 6. sit on the desks
- B. b. Classroom Rules

Unit 3 Shopping for a Pet

- A. 1. puppy
 - 2. rabbit
 - 3. goldfish
 - 4. snake
 - 5. turtle
 - 6. lizard
 - 7. kitten 8. parrot
 - o. purioc

B. 1. puppy

- 2. would rather
- 3. than
- 4. get
- 5. parrot

(model answer) I <u>would rather</u> get a <u>snake</u> than a <u>goldfish</u>.

С. 1. с	2. b	3. d	4. a
5. h	6. g	7. f	8. e

- D. 1. would rather
 - 2. than
 - 3. would rather get
 - 4. get a parrot

Listening

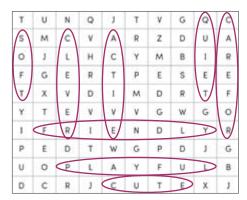
A. 1. ⊤	2. F	3. T	4. F	5. T
B. 1. c	2. e	3. b	4. a	5. d

Writing

- A. 1. He would rather get a goldfish than a puppy.
 - 2. She would rather get a rabbit than a snake.
 - 3. I would rather get a snake than a lizard.
 - 4. He would rather get a <u>lizard than a kitten</u>.
 - 5. She would rather get a parrot than a kitten.
- B. (model answers)
 - 1. I would rather get a rabbit than a goldfish.
 - 2. I would rather get a lizard than a parrot.
 - 3. I would rather get a turtle than a puppy.

Vocabulary

- **A.** 1. c<u>ute</u>
 - 2. p<u>layful</u>
 - 3. easy to care for
 - 4. f<u>riendly</u>
 - 5. s<u>oft</u>
 - 6. q<u>uiet</u>
 - 7. a<u>ctive</u>
 - 8. c<u>lever</u>



Speaking

- A. 1. goldfish
 - 2. kitten
 - 3. lizard
 - 4. parrot

B. 1. quieter

- 2. softer
- 3. easier to care for
- 4. more clever

- C. (model answers)
 - 1. I would rather get a <u>rabbit</u> than a <u>lizard</u>. <u>Rabbits</u> are <u>softer than lizards</u>.
 - 2. I would rather get a <u>kitten</u> than a <u>parrot</u>. <u>Kittens are more playful than parrots</u>.
 - 3. <u>I would rather get a turtle than a puppy</u>. <u>Turtles are quieter than puppies</u>.

Connect

Β.	1. Yes	2. No	3. Yes	4. Yes

Reading & Writing A. 1. soft

- 2. goldfish
- 3. quieter
- 4. turtle
- 5. more active
- 6. easy to care for
- **B.** a. Three Happy Pets

Unit 4 A Wonderful Vacation!

- A. 1. airplane
 - 2. tour
 - 3. musical
 - 4. castle
 - 5. amusement park
 - 6. hotel
 - 7. museum
 - 8. souvenirs
- B. 1. are going to fly
 - 2. is going to take
 - 3. is going to watch
 - 4. am going to visit
 - 5. are going to go to
 - 6. is going to stay
 - 7. are going to visit
 - 8. are going to buy

С.	1. b	2. c	3. a	4. d
	5. f	6. e	7. h	8. g

- D. 1. are going to go2. are going to take3. is going to go
 - 4. is going to buy

Listening

- A. 1. Yes 2. Yes 3. No 4. No 5. Yes 6. No
- B. 1. d. visit a museum
 - 2. a. go to an amusement park
 - 3. c. watch a musical
 - 4. b. visit a castle

Writing

- A. 1. She is going to stay at a hotel on Monday.
 - 2. She is going to take a tour on Tuesday.
 - 3. She is going to visit a museum on Wednesday.
 - 4. She is going to watch a musical on Thursday.
 - 5. She is going to go to an amusement park on Friday.
 - 6. She is going to buy souvenirs on Saturday.
- B. (model answers)
 - 1. I am going to watch a movie on Monday.
 - 2. I am going to play soccer on Tuesday.
 - 3. Lam going to eat ice cream on Wednesday.
 - 4. Lam going to buy a gift on Thursday.
 - 5. <u>I am going to watch TV</u> on Friday.
 - 6. I am going to listen to music on Saturday.

Vocabulary

- A. 1. cruise
 - 2. surfing
 - 3. sandcastle
 - 4. ocean
 - 5. boat
 - 6. fishing
 - 7. swimming pool
 - 8. beach
 - Q. What is it going to do next?
 - A. It is going to eat a <u>sandwich</u>!

Speaking

A.	1. a	2. a	3. b
	4. a	5. a	6. b

- **B.** (model answers)
 - 1. I might <u>go surfing</u> this week.
 - 2. I might <u>build a sandcastle</u> tomorrow.
 - 3. I might go fishing tonight.
 - 4. I might sail on a boat in two days.

Connect

- A. 1. is going to
 - 2. lvrea
 - 3. fly on an airplane
 - 4. buy souvenirs

Reading & Writing

- A. 1. fly on an airplane
 - 2. go fishing
 - 3. sail on a boat
 - 4. go surfing
 - 5. play in a swimming pool
 - 6. watch a musical
- B. c. Our Summer Vacation

Unit 5 Amazing Safari Animals

- A. 1. short
 - 2. hairy
 - 3. giraffe
 - 4. monkey 5. strong
 - 6. heavy
 - 7. lion
 - 8. rhino
- B. 1. is / shorter
 - 2. is / stronger
 - 3. are / than
 - 4. are / heavier than

C. 1. No 2. Yes 3. Yes 4. Yes 5. Yes 6. Yes 7. No 8. Yes

- D. 1. shorter
- 2. hairier
 - 3. stronger
 - 4. heavier

Listening

- A. 1. heavier
 - 2. shorter
 - 3. stronger
 - 4. hairier
- **C.** b, c, d, e
- D. 1. shorter
 - 2. hairy
 - 3. hairier
 - 4. stronger

Writing

- A. 1. The lion is shorter than the giraffe.
 - 2. The lion is hairier than the giraffe.
 - 3. The <u>rhinos</u> are <u>heavier</u> than the <u>monkeys</u>.
 - 4. The <u>rhinos</u> are <u>stronger than</u> the <u>monkeys</u>.
 - 5. The giraffe is taller than the lion.
 - 6. The lion is stronger than the giraffe.
- B. (model answers)
 - 1. <u>Ryan</u> is <u>shorter</u> than <u>Eric</u>.
 - 2. Mia is stronger than Tina.

Vocabulary

- A. Down 1. tiger
 - 2. noisily
 - 6. cheetah
 - Across 3. hippo
 - 4. slowly
 - 5. quickly
 - 7. silently
 - 8. buffalo

Speaking

- A. 1. more slowly
 - 2. more silently
 - 3. more noisily
 - 4. more quickly
- C. (model answers)
 - 1. A <u>horse</u> moves <u>quickly</u>. A <u>horse</u> moves <u>more quickly</u> than a <u>cow</u>.
 - 2. A <u>pig</u> moves <u>slowly</u>. A <u>pig</u> moves <u>more slowly</u> than a <u>goat</u>.
 - 3. A <u>duck</u> moves <u>noisily</u>. A <u>duck</u> moves <u>more noisily</u> than a <u>rabbit</u>.

Connect

- B. 1. South Africa
 - 2. more quickly
 - 3. heavier
 - 4. more noisily

Reading & Writing

- A. 1. hairier
 - 2. tigers
 - 3. silently
 - 4. strong
 - 5. giraffes
 - 6. quickly
- B. b. Our Favorite Animals

Unit 6 Going to the Doctor

- A. Brian cold / runny nose Emma – cough Alex – bruise Sam – fever Jen – headache Scott – broken arm Matt – stomachache
- B. 1. runny nose
 - 2. cough
 - 3. bruise
 - 4. fever
 - 5. headache
 - 6. broken arm

C. 1. Yes	2. No	3. No	4. Yes
5. No	6. No	7. Yes	8. Yes

- **D.** 1. have
 - 2. has a
 - 3. has a
 - 4. have a

Listening

A.	1. c	2. a	3. b	4. d	5. f	6. e

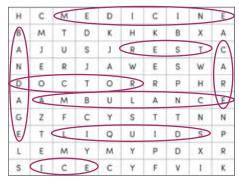
- B. 1. runny nose
 - 2. cough
 - 3. cold
 - 4. bruise
 - 5. fever
 - 6. runny nose
 - 7. headache 8. broken arm

Writing

- **A.** b
- **B.** 1. In picture A, the girl <u>has a broken arm</u>. In picture B, she <u>has a bruise</u>.
 - 2. In picture A, the boy <u>has a headache</u>. In picture B, <u>he has a stomachache</u>.
 - 3. In picture A, the man <u>has a cough</u>. In picture B, he has a fever.

Vocabulary

- A. 1. doctor
 - 2. medicine
 - 3. ice
 - 4. liquids
 - 5. bandage
 - 6. ambulance
 - 7. care
 - 8. rest



Speaking

- A. 1. He should take medicine.
 - 2. She should put on a bandage.
 - 3. He should call an ambulance.
 - 4. She should get some rest.
 - 5. He should put ice on.
 - 6. She should go to the doctor.
- B. (model answers)
 - 1. He should <u>drink liquids</u>.
 - 2. She should take medicine.
 - 3. They should put on a bandage.
 - 4. You should get some rest.

Connect

B. 1. Yes 2. Yes 3. No 4. Yes

Reading & Writing

- A. 1. call an ambulance
 - 2. broken arm
 - 3. bruise
 - 4. put ice on
 - 5. stomachache
 - 6. take medicine
- B. c. A Bad Day

Getting Around Town Unit 7

- A. 1. café
 - 2. arrive
 - 3. leave
 - 4. subway
 - 5. ticket office
 - 6. train
 - 7. close
 - 8. open

B. 1. opens

- 2. closes
- 3. leaves
- 4. arrives
- 5. leaves
- 6. train

C.	1. b	2. d	3. a	4. c
	5. g	6. e	7. h	8. f

- D. 1. eleven twenty
 - 2. two o'clock
 - 3. closes
 - 4. opens
 - 5. train 6. ticket office

Listening

A. 1. Yes	2. Yes	3. No
4. Yes	5. Yes	6. No

- B. 1. subway
 - 2. café
 - 3. opens
 - 4. ticket office
 - 5. leaves

C. 1. a 2. a

Writing

Α.	1. opens	2. does	3. leave
	4. arrives	5. leave	6. does

- **B.** (model answers)
 - 1. It leaves at seven o'clock.
 - 2. It arrives at eleven o'clock.

Vocabulary

- A. 1. bus
 - 2. taxi
 - 3. ferry
 - 4. bicycle
 - 5. helicopter 6. on foot
 - 7. motorcycle
 - 8. van
 - Q. How can a cat fly?

Speaking

- A. 1. b. does
 - 2. c. does
 - 3. a. does it
 - 4. e. takes
 - 5. d. takes

Connect

- B. 1. cable car
 - 2. five
 - 3. van
 - 4. opens

Reading & Writing

- A. 1. arrives
 - 2. taxi
 - 3. helicopter
 - 4. ticket office
 - 5. café
 - 6. closes
- B. a. A Friend's Visit

Unit 8	Going on a	Trip		
A. 1. explo 2. rode 3. saw 4. fed 5. slept 6. made 7. roaste 8. staye	e ed			
 B. 1. rode 2. roast 3. did 4. fed 5. did 	ed			
C. 1. No 5. No	2. No 6. Yes	3. Yes 7. Yes	4. Yes 8. No	

3. It closes at eight o'clock. 4. It opens at six o'clock.

- **D.** 1. did
 - 2. made
 - 3. did they do
 - 4. rode
 - 5. did
 - 6. explored

Listening

A. 1. slept

- 2. made
 - 3. saw
 - 4. fed
 - 5. roasted
 - 6. stayed

B. 1. a 2. b 3. a 4. a

Writing

- A. 1. She roasted marshmallows.
 - 2. She slept in a tent.
 - 3. She saw a cow.
 - 4. She fed it some grass.
 - 5. She explored a cave.

B. (model answers)

- 1. I rode a horse.
- 2. I <u>slept in a hotel</u>.
- 3. <u>I fed some animals</u>.
- 4. <u>I made a campfire</u>.

Vocabulary

A. Across 1. aquarium

- 4. scary
- 6. campsite
- 8. boring
- **Down** 2. interesting
 - 3. exciting
 - 5. ranch
 - 7. zoo

Speaking

- A. 1. was
 - 2. exciting
 - 3. campsite
 - 4. were
 - 5. It was
 - 6. ranch
- B. 1. interesting
 - 2. ranch
 - 3. How were / They were

Connect

- **B.** 1. gave
 - 2. exciting
 - 3. interesting
 - 4. long / soft

Reading & Writing

- A. 1. campsite
 - 2. made a campfire
 - 3. roasted marshmallows
 - 4. slept in a tent
 - 5. rode horses
 - 6. boring
- B. b. A Fun Camping Trip

Unit 9 This Weekend

- A. 1. rainy
 - 2. sunny
 - 3. go on a picnic
 - 4. stormy
 - 5. play in the yard
 - 6. chilly
 - 7. practice the guitar
 - 8. play on the tablet
- B. 1. he'll play
 - 2. it's
 - 3. she'll practice
 - 4. it's
 - 5. this weekend

C. 1. d	2. a	3. b	4. c
5. e	6. h	7. f	8. g

- **D.** 1. If it's
 - 2. he'll play
 - 3. go on a picnic
 - 4. she'll practice

Listening

Α.	1. a	2. b	3. a	
	4. b	5. a	6. b	
D	1. b	2. a	3. с	4. d
D.	T. N	2. a	J. C	4. U

Writing

- A. 1. If it's rainy on the weekend, she'll <u>play in the yard</u>.
 2. If it's rainy on the weekend, she'll <u>play on her tablet</u>.
 - 3. If it's stormy on the weekend, she'll <u>listen to music</u>.
 - 4. If it's sunny on the weekend, they'll go on a picnic.
 - 5. If it's chilly on the weekend, she'll draw pictures.
- B. (model answers)
 - 1. If it's rainy on the weekend, I'll stay at home.
 - 2. If it's stormy on the weekend, I'll practice the guitar.
 - 3. If it's sunny on the weekend, I'll <u>play soccer</u>.
 - 4. If it's chilly on the weekend, I'll watch a movie.

Vocabulary

A. 1. park

- 2. snowy
- 3. freezing
- 4. library
- 5. swimming
- 6. homework
- 7. boiling
- 8. cool



Speaking

- A. 1. Yes, I will.
 - 2. No, I won't.
 - 3. Yes, we will.
 - 4. Yes, I will.
 - 5. No, I won't.
 - 6. Yes, we will.

Connect

B. 1. No 2. Yes 3. Yes 4. Yes

Reading & Writing

- A. 1. sunny
 - 2. go on a picnic
 - 3. go swimming
 - 4. go to the park
 - 5. freezing
 - 6. snowy
- B. c. Having Fun and the Weather