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Scope and Sequence

Welcome

Characters: Daniel, Jenny, Li, Mateo, Nadir

Personal information: country, birthday, personality, hobby

Unit	Title	Learning Points	Vocabulary
1	Let's Cook!	<ul style="list-style-type: none"> Cooking words and ingredients Giving instructions 	Ingredients: beef, broccoli, flour, parsley, sauce, sugar Ways of cooking: boil, chop, fry, heat, mix, pour, stir, whisk Things in a kitchen: bowl, oven
2	Many Things from Many Places	<ul style="list-style-type: none"> Things sold in stores and markets Talking about where items are from 	Store merchandise: candle, coconut, curtains, digital camera, DVD, flute, PC, pineapple, salmon, sandals, skis, souvenir, suitcase, trumpet, umbrella, uniform
3	Thinking About the Past	<ul style="list-style-type: none"> Old technology Talking about past activities and habits 	Activities from the past: collect stamps, deliver newspapers, develop photos, keep an address book, play cassette tapes, record videos, use payphones, watch silent films Childhood activities: catch butterflies, crawl, cry a lot, fall down, feed your siblings, have a babysitter, name toys, take naps
4	Describing People	<ul style="list-style-type: none"> Personality traits Talking about why you like or dislike someone 	Personality: adventurous, annoying, brave, calm, confident, easygoing, greedy, hardworking, honest, impatient, nervous, proud, selfish, sensible, silly, unfriendly
5	Helping at Home	<ul style="list-style-type: none"> Household chores Talking about recently completed chores 	Household chores: clean the bathroom, clean your room, cut the grass, do the dishes, dust the furniture, feed the dog, fold the laundry, mop the floor, pick up the toys, set the table, sweep the floor, take out the trash, vacuum the carpet, wash the windows, water the plants, weed the garden
6	Directions	<ul style="list-style-type: none"> Places in a town Asking for and giving simple directions 	Places in a town: bakery, coffee shop, convenience store, corner, crosswalk, fire station, gas station, market, park, shoe store, town square, traffic light, train station Directions: go straight, turn left, turn right
7	My Free-time Activities	<ul style="list-style-type: none"> Free-time activities Talking about weekly routines 	Free-time activities: chat online, do martial arts, go cycling, go diving, go for a walk, go ice skating, go to a comic store, go to the drama club, go to the playground, play basketball, play volleyball, see friends, surf the Net, take guitar lessons, watch quiz shows, work on the garden
8	Future Plans	<ul style="list-style-type: none"> Activities and chores Discussing future plans 	Activities and chores: blog, check my homework, do housework, go to gymnastics, go to the bike shop, go to the dentist, go to the mall, go to the recycling center, golf, have a sleepover, help out a friend, organize my desk, purchase books, repair my glasses, type a paper, walk the dog
9	Comparing Things	<ul style="list-style-type: none"> Technology Comparing things 	Technology: desktop computer, keyboard, laptop, mouse, printer, screen, USB drive, webcam Adjectives: advanced, bright, cheap, colorful, expensive, large, powerful, tiny



Structures	Reading
<ul style="list-style-type: none"> • Imperatives for giving instructions (with transition words) First, heat the oven. • Negative imperatives Don't chop too much parsley. 	Cakes from Around the World
<ul style="list-style-type: none"> • Passive voice to talk about the origin of products The sandals are made in Brazil. • Tag questions (passive voice) That suitcase is made in Italy, isn't it? Yes, it is. / No, it isn't. 	The Silk Road
<ul style="list-style-type: none"> • Used to to describe past habits and actions She used to record videos when she was younger. • Y/N questions with use to Did you use to cry a lot when you were younger? Yes, I used to cry a lot. / No, I didn't use to cry a lot. 	Listening to Music in the Past
<ul style="list-style-type: none"> • Adjectives with adverbs of frequency to describe personality She is always hardworking. • Because to give a reason I like him because he is adventurous. 	Outward Bound
<ul style="list-style-type: none"> • Present perfect with yet and already to ask if someone has done something Have you set the table yet? Yes, I've already done it. / No, I haven't done it yet. • Present perfect with yet and already to ask if anyone has done something Has anyone cut the grass yet? Yes, Mateo has already done it. / No, no one has done it yet. 	Doing the Laundry—100 Years Ago!
<ul style="list-style-type: none"> • Prepositions of place to describe locations in a town The bakery is between the market and the town square. • Imperatives to give directions Go straight and turn left. 	The Life of a European Student
<ul style="list-style-type: none"> • What do + simple present to ask about regular activities What do you do every Monday? I take guitar lessons. • How long + for to ask how long an activity lasts How long do you go to the drama club for? I go for two hours. 	Summer in Russia
<ul style="list-style-type: none"> • Present progressive with future meaning What are you doing tomorrow? I'm walking the dog. • Need to for obligation I need to purchase some books. 	Life on a Soccer Team
<ul style="list-style-type: none"> • Superlatives (-est) The green mouse is the brightest. • Superlatives (most / least) The WizTech USB drive is the most expensive. 	The Tiniest Computer in the World!

Welcome

A 002 Listen and write the names.

5 min.

- Have students open their Student Book to **page 6**.
- Draw students' attention to the picture of the friends. Tell students that the five friends are sitting around a campfire. They all go to the same school. All of the friends come from different countries, and they all have different personalities and hobbies.
- 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 names of each student on the lines.
- (Optional) Play the track a third time for students to check their answers.

B 003 Listen and write the countries.

5 min.

- Direct students' attention to **page 7**. Ask students what they can see (world flags).
- Play **audio track 003** and tell students to listen the first time.
- Play the track again, ask students to unscramble the country names, and write them on the blank spaces.

C Look at B. Write Yes or No.

5 min.

- Have students look at the sentences at the bottom of **page 7**.
- Tell students to read the sentences, look at the flags in part B, and write Yes or No.
- Review answers together.

D 004 Listen and fill in the chart.

10 min.

- Tell students to turn to **page 8**.
- Ask students to look at the images of the characters at the top of the chart and see if students can remember their names.
- Play **audio track 004** and have students listen the first time.
- Play the track again and tell students to fill in the blank spaces in the chart.
- Review answers together. Call on a student and ask him / her a question about one of the blank spaces.

Welcome








A 002 Listen and write the names.

1. Daniel
2. Jenny
3. Nadir
4. Mateo
5. Li

6

Welcome

D 004 Listen and fill in the chart.

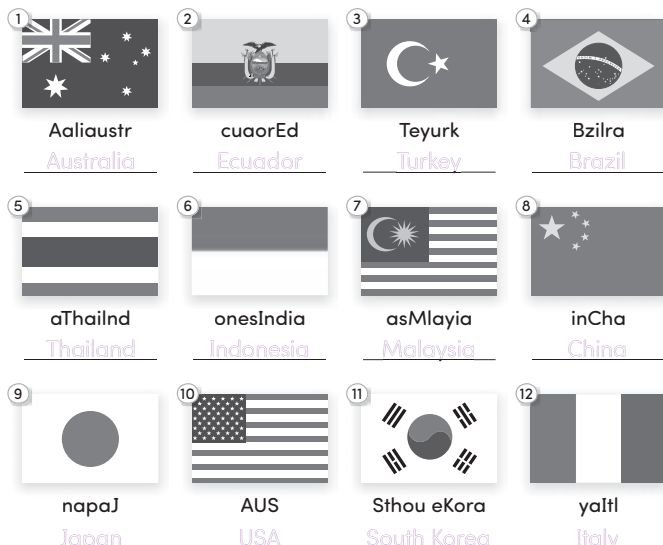
					
Name	Daniel	<u>Jenny</u>	<u>Li</u>	Mateo	<u>Nadir</u>
Birthday	<u>April 15</u>	June 3	<u>July 20</u>	September 22	<u>October 29</u>
Country	<u>USA</u>	<u>Australia</u>	China	<u>Ecuador</u>	Turkey
Personality	<u>friendly</u>	outgoing	<u>creative</u>	<u>patient</u>	kind
Hobby	blogging	<u>rugby</u>	painting	<u>guitar</u>	<u>computer games</u>

E Look at D. Write the names.

1. Who comes from Ecuador? Mateo
2. Who is creative? Li
3. Who is outgoing and loves rugby? Jenny
4. Who is kind? Nadir
5. Who has a birthday on April 15? Daniel

8

B 003 Listen and write the countries.



C Look at B. Write Yes or No.

- Number 4 is the flag from Thailand. No
- Number 6 is the flag from Indonesia. Yes
- Number 9 is the flag from Japan. Yes
- Number 11 is the flag from Turkey. No

7

E Look at D. Write the names. 5 min.

- Ask students to look at the questions at the bottom of page 8.
- Tell students to look back at the information from the chart in part D and answer the questions.
- Review answers together.

F Fill in the chart about yourself. 5 min.

- Have students look at the chart at the top of page 9.
- Tell students to fill in the chart with their own information.

G 005 Listen and read. Then take turns to practice the dialog. 5 min.

- Tell students to look at the two people in part G. Explain that they are meeting for the first time.
- Put students in pairs, tell one student to play the part of the woman and one student to play the part of the man.
- Have students read through the dialog.
- (Optional) Have students swap roles and repeat.

H Now find three classmates. Ask and answer.

Then fill in the chart. 15 min.

- Tell students to stand up and walk around the classroom.
- Tell students to find three of their classmates and ask questions about his / her name, birthday, country, personality, and hobbies.
- Students should fill in the chart with the information for each classmate.
- Direct students back to the model conversation in part G to help with some of the questions if students have difficulty.

Welcome

F Fill in the chart about yourself.

All about me

Name	_____
Birthday	_____
Country	_____
Personality	_____
Hobby	_____

G 005 Listen and read. Then take turns to practice the dialog.

Hello, I'm Magda. What's your name?

Hi, I'm Sam.

I'm from Italy. Where are you from?

I'm from Australia.

When's your birthday? Mine is May 23.

It's February 2.

What are you like?

I'm a bit adventurous. What about you?

I'm easygoing and patient. What's your favorite hobby?

I like surfing and diving. What do you like?

I love surfing the Net and chatting online with my friends.

H Now find three classmates. Ask and answer. Then fill in the chart.

Name			
Birthday			
Country			
Personality			
Hobby			

9

Unit Objectives

- Cooking words and ingredients
- Giving instructions

Lesson Objectives

Students will be able to:

- recognize and name the first eight key vocabulary items
- use imperatives to give cooking instructions with transition words

Vocabulary Key words 1

flour	sugar	oven	bowl
whisk	stir	mix	heat

Core Structure

- Imperatives for giving instructions (with transition words)

First, heat the oven.

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. **T** "What can you cook?" Call on students individually to answer. If students have difficulty coming up with ideas, talk about what you usually cook when you are at home. Encourage different students to give different answers.

A CD 006 Look and listen. 5 min.

- Focus students' attention on the picture on **page 10**. Talk about the picture; explain the situation shown in the picture, pausing after questions to let students offer answers. **T** "This is Daniel [point to Daniel]. And this is Mateo [point to Mateo]. Where are they? [pause] Yes, they are in a kitchen. What are they doing? [pause] They are cooking. Mateo has a bowl. He is whisking some ingredients in the bowl. Daniel has an egg. He is reading the recipe. He is telling Mateo what to do. What do you think they are making?"
- Play **audio track 006**.

unit 1 Let's Cook!

Q What can you cook?

A 006 Look and listen.



B 007 Listen and say.



Daniel: These muffins are going to be delicious.

Mateo: I hope so. What does the recipe say to do next?

Daniel: Next, whisk the flour, sugar, and eggs together.

Mateo: OK. And after that?

Daniel: After that, add the chocolate to the bowl.

Mateo: Yum, I love chocolate.

Daniel: Finally, put it in the oven. Then we have to wait.

Mateo: How long do we have to wait?

Daniel: The recipe says twenty minutes.

Mateo: What do you want to do while we wait?

Daniel: Let's look for another recipe. We can make cookies or a cake next time.

Mateo: Great idea. I love cookies.

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

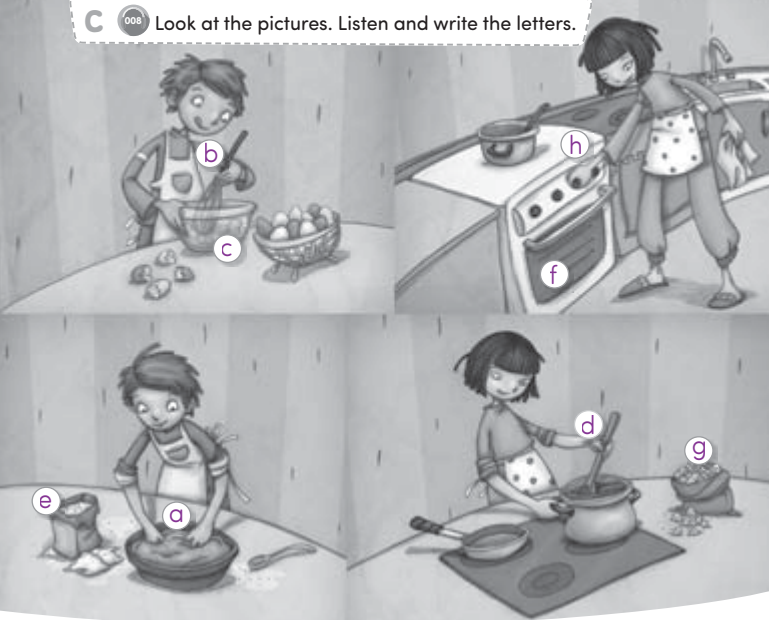
CDM Play the animation. Use the *Caption* and *Script* functions to show students the script.

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

B CD 007 Listen and say. 5 min.

- Focus students' attention on the vocabulary list at the bottom of **page 10**.
- Tell students to listen and repeat after the audio.

C 008 Look at the pictures. Listen and write the letters.



D 009 Chant. Turn to page 112.

E Look at the pictures and say.



First, heat the oven.

First, Next,
Then Then
After that, Finally,

11

T "Listen to the words. Look at the pictures and say the words."

- Play **audio track 007**. Make sure the students are following along and repeating the words.
- (Optional) Play the audio track again to give students an extra chance to practice, especially if students have difficulty with the pronunciation.

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

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

C 008 Look at the pictures. Listen and write the letters. **5-10 min.**

- Play **audio track 008**. Have students listen to the sentences and write the corresponding letters in the circles on the picture. **T** "Listen to the sentences for the key word. Write the letter next to the picture."
- Review answers as a class. Call out a letter, starting with A, and ask one student to say what the key word is. Students don't have to remember the whole sentence, just the key word.

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

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

D 009 Chant. **10 min.**

- Tell students to turn to **page 112** where they will see the lyrics to the chant. **T** "Let's listen to a chant. Turn to page 112."

- Play **audio track 009**, and have students just listen the first time.
- 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 make a cake.
OK. What's first?
First, heat the oven.
OK. What's next?
Next, mix the flour and sugar.
OK. And then?
Then whisk the butter.
OK. And after that?
After that, add the eggs.
OK. What's next?
Next, mix it all together.
OK. Anything else?
Finally, put it in the oven.

E Look at the pictures and say. **10 min.**

- Tell students to look at the dialog box (part E) on **page 11**.
- Put students in pairs. **T** "Sit with a partner." Have them practice by reading the sentence in the box. **T** "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 pictures on **page 11** and continue to make sentences using the key vocabulary from the main picture. **T** "Look at the pictures. Talk about them 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**.

WB

Lesson Objectives

Students will:

- 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 pictures on **page 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 a very simple recipe they know. Ask students to shout out the steps in the recipe (they do not need to be in order at this point). Write the steps up on the board. Once you have enough steps, ask students to collectively put them in order, and write numbers next to each step.

Reading

A Read. 5-10 min.

- Tell students to open their Student Book to **page 12**.
- Focus students' attention on the text in the Reading section. Before reading, ask students what it is (a recipe).
- Next, read the text to the students and have them listen the first time.
- Tell the students that they are going to read the text again. Call on one student and ask him / her to read the first sentence. Go around the class, and have a different student read the next sentence. Continue until you get to the end of the reading.

B Read again and answer. 5-10 min.

- Tell students to re-read the text again on their own silently.
- Next, tell students to read the questions at the bottom of the page and answer.
- Go over answers as a class. Call on a different student to provide the correct answer for each question.

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


RECIPE:
CHOCOLATE CHIP MUFFINS

INGREDIENTS

2 eggs	Sugar
Milk	Flour
	Chocolate chips

METHOD

1. First, heat the oven.
2. Next, whisk the eggs in a bowl.
3. Add the milk and sugar and whisk some more.
4. Add the flour and mix everything together.
5. Then stir the chocolate chips into the bowl.
6. After that, put the mixture into muffin cups.
7. Finally, put the muffins in the oven for 25 minutes.



B Read again and answer.

1. What does this recipe explain how to make?
 - ☐ a. cookies
 - ☐ b. chocolate
 - ☒ c. muffins
2. How many eggs do you need? two
3. What is the first step? Heat the oven.
4. What is the last step? Put the muffins in the oven for 25 minutes.

Speaking

A Speaking preparation 5-10 min.

- Have students look at **page 13**. Explain that they are going to come up with their own recipe.
- First, students should make a list of ingredients at the top of the page. Assist students with the correct spelling.
- Next, tell students to write the simple steps for the recipe under *method*. Make sure students are writing the steps in the correct order. If students struggle or make several mistakes, you can provide them with a blank piece of paper to practice writing their recipe first.
- Give students 5–6 minutes to write their recipe.
- **CDM** Show students the example.
- Circulate and monitor the students, providing assistance where necessary.

B Speaking activity 10 min.

- Focus students' attention on the model dialog. Select two students in the class to read the lines for each of the characters. **T** "Can you read the dialog? You be Daniel, and you be Nadir."
- 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 based on their recipe from part A. **T** "Work with a partner. Student A ask first. Student B answer the questions."

- A** Work with a partner. Think of a food to cook. Write the recipe with the ingredients and how to cook it.

- B** Find a new partner. Ask about his or her recipe.



What do you do first?

First, heat the oven.

What do you do next?

Next, mix the flour and sugar.



13

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

- Give students 2-3 minutes to finish the activity. Then Student B asks Student A the questions and Student A answers. **T** "OK. Now change. Student B ask the questions, and Student A answer."

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**.



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 use negative imperatives to tell someone not to do something

Vocabulary Key words 2

chop pour boil fry
beef broccoli sauce parsley

Expansion Structure

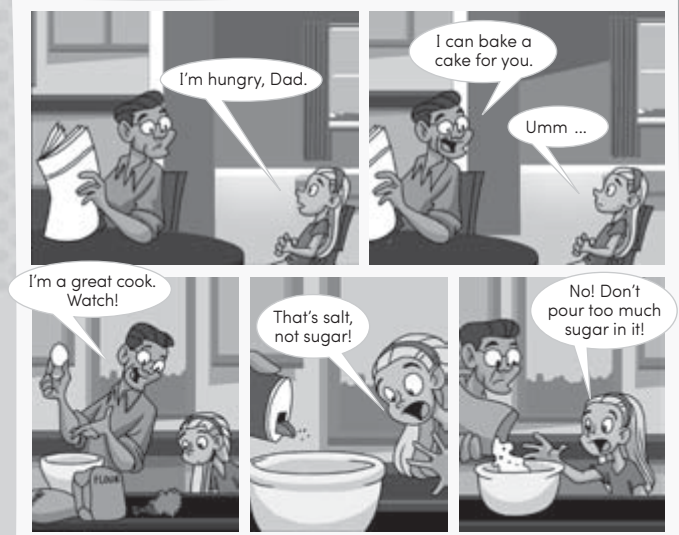
Negative imperatives

Don't chop too much parsley.

Materials

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

1 Listen and repeat.



B Role-play the story.

C Read the story again. Then answer.

- How does Emma feel?
☐ a. bored ☐ b. angry ☒ c. hungry
- What does Steven offer to bake?
☒ a. a cake ☐ b. cookies ☐ c. muffins
- What does Steven pour into the bowl?
☐ a. flour ☐ b. eggs ☒ c. sugar

14

Warm-up 5 min.

Tell students to look back at the recipe they wrote on **page 13**. Choose a student and ask him / her to stand up. Ask two or three questions using transition words to find out the steps of the recipe. **T** "What do you do first?" "What do you do next?" "What do you do finally?" Repeat with a few other students in the class. Try to use different transition words each time to check students understand the meanings. For example, instead of using "first" for the first question, start by asking about the final step.

Story

A **CD** 010 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 Emma. **T** "Who is she?" (Emma)
 2. Point to the bowl in frame 3. **T** "What is that?" (a bowl)
- Play **audio track 010**. 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. 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.

Expand

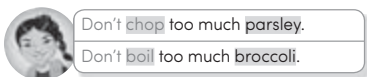
1

A 011 Listen and say.



B 012 Listen and write the letters.

C 013 Listen. Then look at the pictures and say.



15

C 013 Listen. Then look at the pictures and say. 10 min.

- Focus the students' attention on the model sentences in part C. Play **audio track 013**.
- Read the sentences and have students repeat after you.
- Put students in pairs to practice together. Tell students to look at the six pictures and make sentences telling their partner what not to do.

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

Answers

1. Don't boil too much broccoli.
2. Don't chop too much parsley.
3. Don't fry too much beef.
4. Don't chop too much beef.
5. Don't pour too much sauce.
6. Don't boil too much sauce.

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**.

Expand

A 011 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 011**. 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 012 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 012**. 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. **T** "What is A?"

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

CAKES FROM

When you want to eat cake, what is the first thing you think of? Some people think of chocolate cake. Other people think of muffins. There are many different kinds of cakes around the world. Let's look at some cakes and desserts from different countries.

Strudel

Strudel originally comes from Austria, but now it is popular in many European countries. Strudel is made with flour. It usually has fruit inside, such as apple. However, you can also put vegetables inside strudel and eat it for dinner.

Where is strudel from originally?

Barfi

Barfi comes from India. It is a type of cake made with milk and sugar. After making it, people chop it into squares to eat it. People like to add lots of different fruits or nuts to get different flavors.

What are the main ingredients of barfi?

16

Warm-up 5 min.

- Ask the class to suggest some of their favorite desserts and make a list on the board.
- Put students into small groups and give each group a piece of paper. Have each group choose one dessert and then list all of the ingredients that are used to make it.
- Finally, ask students to think about two or three of the basic steps (not the full recipe) to make the dessert.

Connect

A CD 014 Listen and read. 10 min.

- Have students turn to **pages 16 and 17**.
- Point to some of the desserts in the pictures and ask students if they recognize any of them. Tell the students that they are going to learn about three desserts from around the world.
- Tell students to read along silently as they listen. Play **audio track 014**.
- Play the audio track again. This time, tell students to try to read aloud as they listen.

CDM Show the animated slideshow.

B Read the questions. Underline the answers in the text. 5 min.

- Focus students' attention on part B. Tell students to look at the questions in the red boxes throughout the text.
- Tell students to re-read those passages again silently and underline the sentence or part of the sentence that gives the answer.

C Read again. Discuss the questions.

10 min.

- As a class, re-read the whole text again. If students still have difficulty reading along, you can play the audio track again to assist them.
- Put students into small groups of 3 or 4. Tell the students to discuss the questions together and compare what they have underlined.
- Go over answers as a class.

CDM Show students the correct answers on the screen.

D CD 015 Listen and answer the girl's questions.

10 min.

- Have students turn to **page 18**. Explain that students will hear two children talking about the topic they have just read.
- Tell students that during the conversation, they will hear three questions from the girl. Students need to listen to the questions carefully and circle the correct answer.
- Play **audio track 015**. There is a short pause after each question, however you may wish to pause the recording for longer to give students enough time to think about the answer.
- Note: The answers are not provided at this stage, and the conversation resumes as if the answer had been given.

AROUND THE WORLD

Mochi

Mochi is a type of cake from Japan. It is made with rice. People usually make it into small, colorful balls. Then they put things like red beans inside. The Japanese usually eat mochi at the start of a new year. Mochi ice cream is also popular. It's a rice ball with ice cream inside.

Q When do Japanese people usually eat mochi?

B Read the questions. Underline the answers in the text.

C Read again. Discuss the questions.

17

015 Listen and answer the girl's questions.



1. a. ice cream b. sugar c. apple
2. a. Austria b. India c. Japan
3. a. flour b. milk c. rice

E 016 Listen again and check your answers.

F Fill in the chart with the correct information from the word box.

from Austria	made with rice	fruit or vegetables inside
from Japan	made with milk and sugar	red beans inside
from India	made with flour	fruits or nuts added

Strudel	Barfi	Mochi
from Austria	from India	from Japan
made with flour	made with milk and sugar	made with rice
fruit or vegetables inside	fruits or nuts added	red beans inside

18

E CD 016 Listen again and check your answers.

10 min.

- Play **audio track 016** for students to listen to the full conversation with answers included.
- Tell students to listen and check their answers to the questions from part D.
- Go over answers as a class.

Boy: I love making cakes.

Girl: Me, too!

Boy: Did you know that there are lots of different types of desserts around the world?

Girl: No, I didn't.

Boy: I read an interesting article about desserts yesterday.

Girl: What type of desserts did you read about?

Boy: One type is called the strudel. It's popular in Europe. People put fruit inside a strudel.

Girl: What type of fruit do people put in strudel?

Boy: They put apple.

Girl: It sounds delicious.

Boy: And I also read about barfi. It's a type of cake made with milk and sugar.

Girl: It sounds sweet.

Boy: I love sweet cakes.

Girl: Where does barfi come from?

Boy: It comes from India.

Girl: I want to try it. Were there any other desserts in the article?

Boy: Yes, there was one more. It was from Japan.

Girl: What was it called?

Boy: Mochi.

Girl: What is mochi made with?

Boy: It's made with rice.

Girl: Wow, I've never heard of it before.

Boy: And sometimes people put ice cream inside it.

Girl: Like an ice cream cake? That's the best!

F Summary 5 min.

- Focus students' attention on part F at the bottom of **page 18**. Tell the students to complete the chart with the words from the box.
- Encourage students to skim over the text on **pages 16 and 17** if they have difficulty with any of the answers.
- Check answers as a class.

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.

Put students into groups of 3 or 4. Ask them to turn to the completed summary chart on **page 18**. Without looking back at the text, students should discuss everything they can remember about the article from the previous lesson. Encourage students to take turns mentioning one point at a time.

Writing

A Read the example. Circle all of the ingredients. 5 min.

- Tell students to turn to **page 19**. Focus students' attention on the example text.
- Tell students to read the example by themselves.
- Next, tell students to re-read the text and circle all of the ingredients.
- Go over answers as a class.

CDM Show students the correct answers on the screen.

B Read again and answer the questions. 5 min.

- Put students into small groups of two or three students.
- Tell the groups to read the two questions and discuss the answers together. Encourage students to use full sentences when discussing the answers.
- Go over answers as a class.

A Read the example. Circle all of the ingredients.

My favorite food is pasta. I really love it. I would like to eat pasta every day. I love tomato pasta and cream pasta. My mom is really good at making pasta. I can make pasta, too.

I can make a good tomato pasta. Here is how to do it. First, chop some tomatoes and onions. Next, heat some oil in a pan and fry the onions. Then add the tomatoes. Stir the tomatoes and onions. After that, boil the pasta. Add some salt. But don't put too much salt in. Finally, mix the pasta and sauce together. Now it is ready to eat.

B Read again and answer the questions.

1. What is the first step to make tomato pasta?
2. What does the writer say not to do?

C What do you like to cook? How do you cook it? Fill in the chart.

Ingredient	Some cooking methods
flour	whisk, mix
chicken	chop, stir, boil
onion	chop, boil
celery	chop, boil
garlic	boil
carrot	chop, heat
salt	mix, add

Review 10-15 min.

- Have students turn to **page 11**.
- Direct students' attention to the pictures on **page 11**.
T "Look at the pictures." Call out a letter from a-h and ask students to say the word together, based on their answers from lesson 1. **T** "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.
T "Student A, you are Mateo. Make a sentence."
- Have students look at the pictures on **page 11** and continue to ask questions about the key vocabulary.
- 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. **T** "One. Eve, 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 sentence based on picture 1. **T** "Student A, make a sentence for picture number one."
- Then Student B makes a sentence for picture 2. **T** "Now Student B make a sentence for picture number two."
- Students continue alternating until they have talked about all the pictures.

Writing preparation 10-15 min.

- Focus students' attention on the writing preparation section at the bottom of **page 19**.
- Tell students to think about a recipe they like. Encourage students to use a different recipe to the one they chose on **page 13**.
- Tell students to think of six different ingredients and write them in the chart. Then explain that students should list all of the cooking methods that can be used with each ingredient. Several different cooking methods may be appropriate for each ingredient.
- Circulate and monitor the students, providing assistance where necessary.

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

Unit wrap-up 5 min.

- 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.
T "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 talk about what is in a recipe.
2. I can say how to cook it.
3. I can ask and answer questions about making food.

Listening

4. I can understand when someone talks about recipes and cooking.
5. I can understand when someone asks a question about how to cook something.

Reading

6. I can read and understand short passages about recipes and cooking.

Writing

7. I can write a few sentences telling about a dish I like and how to make it.

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

To make muffins, first, whisk the eggs.
Add milk, sugar, and flour to the eggs.
Then whisk some more.
Next, put the mixture into muffin cups.
Finally, put the muffins into the oven.

More practice

Assign **page 13** 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**.

Unit Objectives

- Things sold in stores and markets
- Talking about where items are from

Lesson Objectives

Students will be able to:

- recognize and name the first eight key vocabulary items
- use the passive to say where things are made and grown

Vocabulary **Key words 1**

salmon	coconut	pineapple	flute
sandals	candle	digital camera	PC

Core Structure

- **Passive voice to talk about the origin of products**
The sandals are made in Brazil.

Materials

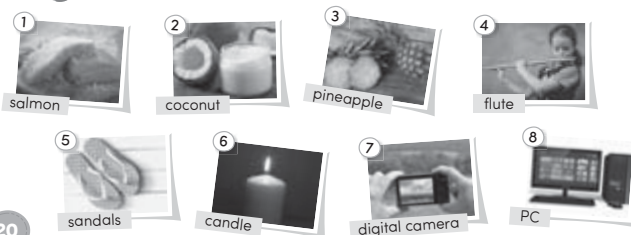
- Hang Out Student Book, Workbook
- CD and A/V equipment or Classroom Digital Materials

Q Where do your school supplies come from?

A 017 Look and listen.



B 018 Listen and say.



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. **T** "Where do your school supplies come from?" Call on students individually to answer. If students have difficulty coming up with ideas, show students an item you own and look for the country of origin on the product.

A 017 Look and listen. 5 min.

- Focus students' attention on the picture on **page 20**.
- Talk about the picture; explain the situation shown in the picture, pausing after questions to let students offer answers. **T** "Li and Daniel are at a supermarket trying fruit. What fruit do you like?"
- Play **audio track 017**.

Daniel: Mmm ... these pineapples are delicious.
Li: Where are they from?
Daniel: They're grown in Thailand.
Li: They look so fresh.
Daniel: What are you eating?
Li: These are coconuts.
Daniel: Where are they grown?
Li: These coconuts are grown in Indonesia.
They're delicious, too.

Daniel: We need to hurry before the electronics department closes.

Li: Where is it?

Daniel: It's on the third floor.

Li: What do you need to buy?

Daniel: I want to buy a digital camera.

Li: I got a digital camera from my parents last year.

Daniel: Really? Where is it from?

Li: Umm ... I think it is made in Japan.

Daniel: I want to get a camera from Japan, too. Hurry, let's go.

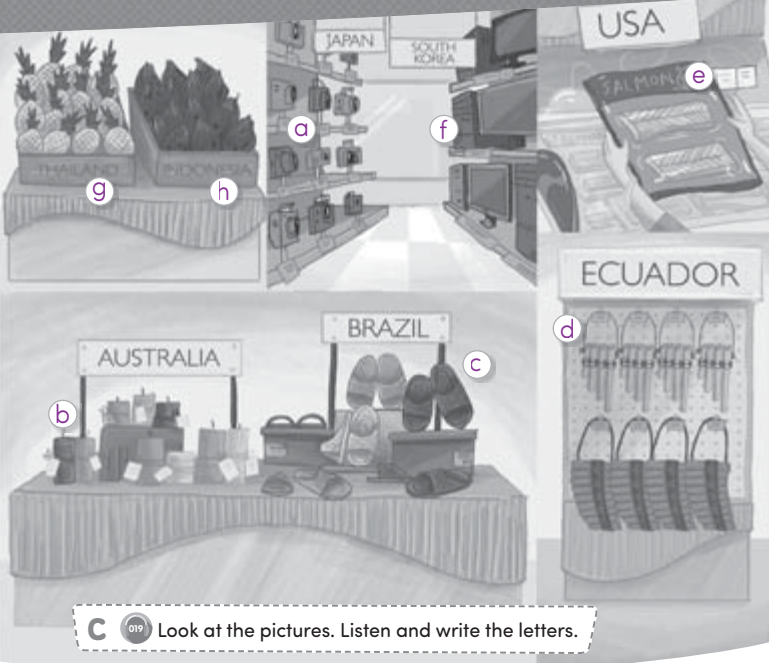
CDM Take students on a virtual tour of the image, highlighting key words.

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.

B 018 Listen and say. 5 min.

- Focus students' attention on the vocabulary list at the bottom of **page 20**.
- Tell students to listen and repeat after the audio.
T "Listen to the words. Look at the pictures and say the words."
- Play **audio track 018**. Make sure the students are following along and repeating the words.
- (Optional) Play the audio track again to give students an extra chance to practice, especially if students have difficulty with the pronunciation.



C 019 Look at the pictures. Listen and write the letters.

D 020 Chant. Turn to page 112.

E Look at the pictures and say.



The pineapple is grown in Thailand.
The sandals are made in Brazil.
The salmon is fished in the USA.

21

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

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

C 019 Look at the pictures. Listen and write the letters. 5-10 min.

- Play **audio track 019**. Have students listen to the sentences and write the corresponding letters in the circles on the picture. **T** "Listen to the sentences for the key word. Write the letter next to the picture."
- Review answers as a class. Call out a letter, starting with A, and ask one student to say what the key word is. Students don't have to remember the whole sentence, just the key word.

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

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

D 020 Chant. 10 min.

- Tell students to turn to **page 112** where they will see the lyrics to the chant. **T** "Let's listen to a chant. Turn to page 112."
- Play **audio track 020**, and have students just listen the first time.
- 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.



What is this?
It's a flute.
Where is the flute from?
It's made in Ecuador.
What is this?
It's salmon.
Where is the salmon from?
It's fished in the USA.
What are these?
They're sandals.
Where are the sandals from?
They're made in Brazil.
What are these?
They're candles.
Where are the candles from?
They're made in Australia.
What are these?
They're pineapples.
Where are the pineapples from?
They're grown in Thailand.
What are these?
They're coconuts.
Where are the coconuts from?
They're grown in Indonesia.
What are these?
They're cameras.
Where are the cameras from?
They're made in Japan.
What are these?
They're PCs.
Where are the PCs from?
They're made in Korea.

E Look at the pictures and say. 10 min.

- Tell students to look at the dialog box (part E) on **page 21**.
- Put students in pairs. **T** "Sit with a partner." Have them practice by reading the sentences in the box. **T** "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 pictures on **page 21** and continue to make sentences using the key vocabulary from the main picture. **T** "Look at the pictures. Talk about them 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**.



Lesson Objectives

Students will:

- 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 pictures on **page 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 some items that they have recently bought. Choose a student and ask him / her where the item was made. If students are unsure, ask them to make a guess.

Reading

A Read. 5-10 min.

- Tell students to open their Student Book to **page 22**.
- Focus students' attention on the supermarket leaflet in the Reading section. Before reading, ask students what it is (a supermarket leaflet).
- Next, read the text to the students and have them listen the first time.
- Tell the students that they are going to read the text again. Call on one student and ask him / her to read the first sentence. Go around the class and have a different student read the next sentence. Continue until you get to the end of the reading.

B Read again and answer. 5-10 min.

- Tell students to re-read the text again on their own silently.
- Next, tell students to read the questions at the bottom of the page and answer.
- Go over answers as a class. Call on a different student to provide the correct answer for each question.

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

A Read.

50% off Electronics
Check out the Pantrax digital camera. This advanced camera is made in Japan and has lots of new features. It is easy to use and takes clear, beautiful pictures. It has an amazing battery life of 12 hours. Record your special moments with this impressive new camera.
Also available is the Venitron PC. This computer is made in Korea. It is top of the line and can handle every kind of application. Games? Spreadsheets? Internet? It does it all!

60% off Home Furnishings
We have decorative candles made in Sri Lanka, silk curtains made in China, and ceramic dishware made in Canada. Make your home beautiful today.

Buy One Get One Free on Footwear
Your choice of sandals made in Peru or sneakers made in the USA. We have dress shoes and sports shoes as well. Come check out our huge line of high-quality footwear.

2 for 1 Tropical Fruit
Get two coconuts or pineapples for the price of one. Our fresh coconuts are grown in Malaysia, and our juicy pineapples are grown in Thailand. Now you can throw yourself a tropical party.

B Read again and answer.

- What is the leaflet advertising?
☐ a. a concert ☒ b. a sale ☐ c. a vacation
 Korea
Thailand
China
- Where is the Venitron computer made?
- Where are the pineapples grown?
- Where are the silk curtains made?

22

Speaking

A Speaking preparation 5-10 min.

- Have students look at **page 23**.
- Tell students to find five objects. These can be items that the students have or that are lying around the room. Encourage students to find items that have the country of origin printed on them somewhere. (Suggestions: items of clothing, stationery, books, etc.)
- Next, tell students to fill in the chart with the list of items and countries that each item was made in.
- Give students 2–3 minutes to fill in the chart.
- **CDM** Show students the example.
- Circulate and monitor the students, providing assistance where necessary.

B Speaking activity 10 min.

- Focus students' attention on the model dialog. Select two students in the class to read the lines for each of the characters. **T** "Can you read the dialog? You be Jenny, and you be Mateo."
- Tell students to stand up and move around the classroom to find five other students. Explain that they should ask each classmate about one of the items in the list in part A, and fill in the chart in part B. Make sure that students ask five different classmates.

- A** Look for five objects you have. Fill in the chart with the name of each item and the country it is made or grown in.

Item	Country
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

- B** Ask five classmates about one item they have. Fill in the chart.



Where are those shoes from?

They're made in Italy.



Where is that apple from?

It's grown in New Zealand.

Classmate's name	Item	Country
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

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

- Give students six or seven minutes to finish the activity.
- Once students have finished, ask them to sit down again. Select a few students and ask them to report back on one classmate that they spoke to.

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**.



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 confirm whether a statement is correct with tag questions

Vocabulary Key words 2

suitcase souvenir trumpet DVD
skis umbrella curtains uniform

Expansion Structure

• Tag questions (passive voice)

That suitcase is made in Italy, isn't it? Yes, it is. / No, it isn't.

Materials

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

2 **A** 021 Listen and repeat.

B Role-play the story.

C Read the story again. Then answer.

- Where are the school uniforms?
 - ☐ a. on the first floor
 - ☒ b. on the third floor
 - ☐ c. on the fifth floor
- What is on the fifth floor?
 - ☒ a. a movie theater
 - ☐ b. clothing stores
 - ☐ c. tech stores
- Where is the expensive uniform made?
 - ☐ a. USA
 - ☐ b. Thailand
 - ☒ c. Italy

24

Warm-up 5 min.

Tell students to look back at the list of items and countries they made on **page 23**. Choose a student and ask him / her to stand up. Ask him / her to talk about one of the items and to say where it is made.

S "My pen is made in China." Repeat with several other students in the class.

Story

A **CD** 021 Listen and repeat. 5 min.

- Tell students to turn to **page 24**. Focus students' attention on the comic strip. Ask students two questions about the pictures and elicit answers.
 - Point to Brian in the orange T-shirt. **T** "Who is he?" (Brian)
 - Point to the school uniform in frame 4. **T** "What is that?" (a uniform)
- Play **audio track 021**. 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. 5 min.

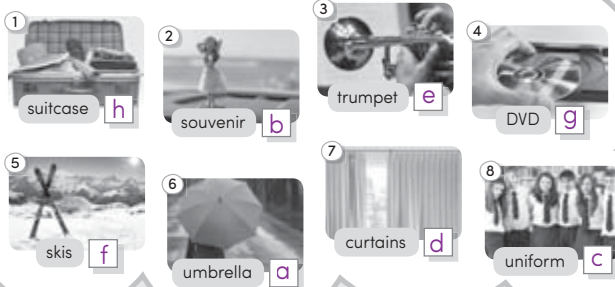
- Direct students' attention to part C.
- Read the questions out loud. Tell students to look at the possible answer choices and check one.
- Review answers as a class.

CDM Show students the correct answers on the screen.

Expand

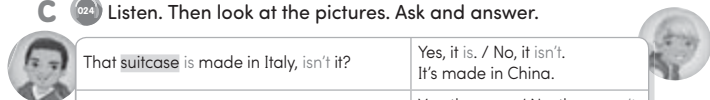
2

A 022 Listen and say.



B 023 Listen and write the letters.

C 024 Listen. Then look at the pictures. Ask and answer.



That suitcase is made in Italy, isn't it?	Yes, it is. / No, it isn't. It's made in China.
Those skis are made in Europe, aren't they?	Yes, they are. / No, they aren't. They're made in Japan.



25

C 024 Listen. Then look at the pictures. Ask and answer. 10 min.

- Focus the students' attention on the model sentences in part C. Play **audio track 024**.
- 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.
- Explain that the flags next to each picture show the correct answer. The student asking the question can choose to make a question using the country of the flag or a different country. If students have difficulty with the flags, direct them to **page 7**.

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

Answers

- That suitcase is made in Italy, isn't it?
→ No, it isn't. It's made in China.
- Those skis are made in Europe, aren't they?
→ No, they aren't. They're made in Japan.
- That umbrella is made in Indonesia, isn't it?
→ Yes, it is.
- That souvenir is made in Brazil, isn't it?
→ No, it isn't. It's made in South Korea.
- That uniform is made in Italy, isn't it?
→ Yes, it is.
- That trumpet is made in the USA, isn't it?
→ No, it isn't. It's made in Australia.

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**.

Expand

A 022 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 022**. 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 023 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 023**. 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. **T** "What is A?"

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

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.

- Find seven or eight items from different countries. Try to include some things that are made (e.g. stationery) and some things that are grown (e.g. fruits). Write the list of countries that the products come from on the board.
- Hold up one item and ask students to guess where it is from. **T** "Where is it from?" Students should try to guess. **S** "Is it made in China?"

Connect

A 025 Listen and read. 10 min.

- Have students turn to **pages 26 and 27**.
- Point to the picture of the airplane and ask students what it is. Ask students if they know what airplanes carry. Elicit all possible answers (such as passengers), but make sure to include that airplanes can be used to carry products and goods. Tell the students that they are going to learn about how goods are moved from one country to another.
- Tell students to read along silently as they listen. Play **audio track 025**.
- Play the audio track again. This time, tell students to try to read aloud as they listen.

CDM Show the animated slideshow.

B Read the questions. Underline the answers in the text. 5 min.

- Focus students' attention on part B. Tell students to look at the questions in the red boxes throughout the text.
- Tell students to re-read those passages again silently and underline the sentence or part of the sentence that gives the answer.

2 History

A 025 Listen and read.

THE SILK ROAD



Where do your favorite things come from? A lot of the items you use every day probably come from another country. This is all thanks to international trade. Goods are made in one country, then flown, shipped, or driven to another country.

It hasn't always been so easy to get products from other parts of the world. More than 2,000 years ago, there were no planes or trains. Goods were transported over land by animals such as camels and horses. Merchants needed safe paths to transport their goods. These paths were called trade routes. The largest of these trade routes was called the Silk Road.

C How were goods transported 2,000 years ago?

26

C Read again. Discuss the questions.

10 min.

- As a class, re-read the whole text again. If students still have difficulty reading along, you can play the audio track again to assist them.
- Put students into small groups of 3 or 4. Tell the students to discuss the questions together and compare what they have underlined.
- Go over answers as a class.

CDM Show students the correct answers on the screen.

D 026 Listen and answer the boy's questions. 10 min.

- Have students turn to **page 28**. Explain that students will hear two children talking about the topic they have just read.
- Tell students that during the conversation, they will hear three questions from the boy. Students need to listen to the questions carefully and circle the correct answer.
- Play **audio track 026**. There is a short pause after each question, however you may wish to pause the recording for longer to give students enough time to think about the answer.
- Note: The answers are not provided at this stage, and the conversation resumes as if the answer had been given.

The Silk Road was named for the most profitable item that was being traded—silk from China. The Silk Road provided a route between China, Southeast Asia, India, the Middle East, Africa, and Europe.

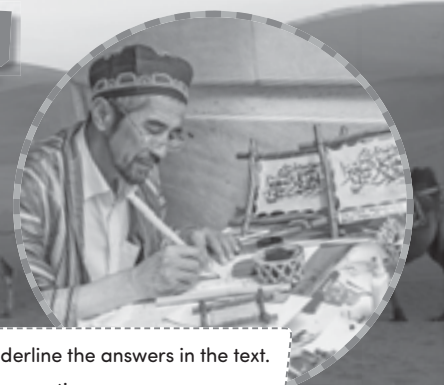
Q Which places did the Silk Road connect?

The two largest trading stops on the route were China and Rome. Romans loved Chinese silk for its beautiful designs and soft texture. They traded large amounts of gold for these luxury goods.

Q Why did the Romans love Chinese silk?



The Silk Road wasn't only for transporting goods, however. It allowed the countries that it connected to trade ideas, art, technology, and religions, too.



- B Read the questions. Underline the answers in the text.
C Read again. Discuss the questions.

27

2

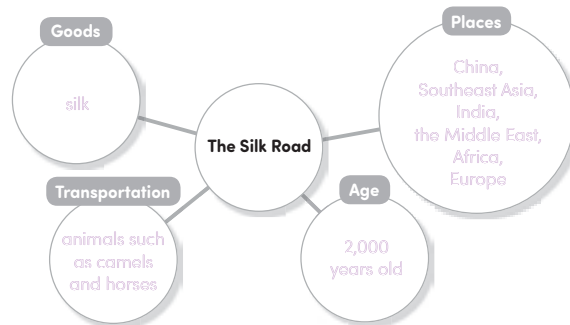
026 Listen and answer the boy's questions.



- a. goods moving between countries b. people moving between countries c. ideas moving between countries
- a. It was made of silk. b. Merchants wore silk. c. It was for transporting silk.
- a. the Romans b. the Chinese c. the Americans

E 027 Listen again and check your answers.

F Complete the chart with information from the reading.



28

E CD 027 Listen again and check your answers.

10 min.

- Play **audio track 027** for students to listen to the full conversation with answers included.
- Tell students to listen and check their answers to the questions from part D.
- Go over answers as a class.

Boy: Hi, Mel. Are you busy?
Girl: Not really. I'm just doing some homework.
Boy: What's it about?
Girl: It's about international trade.
Boy: What's international trade?
Girl: It's when goods move between countries.
Boy: Cool.
Girl: I'm reading about the Silk Road right now.
Boy: Why was it called the Silk Road?
Girl: It was for transporting silk.
Boy: Oh, I know about Chinese silk. It's beautiful.
Who bought the Chinese silk?
Girl: The Romans.
Boy: Oh, was it expensive?
Girl: It was, but the Romans loved it.

P Summary 5 min.

- The summary activity can be done in class if time permits, or students can complete it for homework so they are ready to talk about it briefly during the next lesson.
- Focus students' attention on part F at the bottom of **page 28**. Tell the students to complete the chart with information from the reading.
- Encourage students to skim over the text on **pages 26 and 27** if they have difficulty with any of the answers.
- (Optional) Check answers as a class.

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**.

WB

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.

Put students into groups of 3 or 4. Ask them to turn to the completed summary chart on **page 28**. Without looking back at the text, students should discuss everything they can remember about the article from the previous lesson. Encourage students to take turns mentioning one point at a time.

Writing

A Read the example. Underline all of the goods and circle all of the countries. 5 min.

- Tell students to turn to **page 29**. Focus students' attention on the example text.
- Tell students to read the example by themselves.
- Next, tell students to re-read the text, underline all of the goods, and circle all of the countries mentioned.
- Go over answers as a class.

CDM Show students the correct answers on the screen.

B Read again and answer the questions. 5 min.

- Put students into small groups of two or three students.
- Tell the groups to read the two questions and discuss the answers together. Encourage students to use full sentences when discussing the answers.
- Go over answers as a class.

- A** Read the example. Underline all of the goods and circle all of the countries.

I like to shop at the hypermarket. This is because it has everything that I need. It's where I buy my school supplies and my clothing. My school supplies are made in Japan. My clothing is made in many different places, such as the USA and Italy.

I like to eat many different kinds of fruits and vegetables. I buy them at a local market. Many of the fruits and vegetables are grown here in my country. Some of my favorite fruits are grown in other places. The bananas and pineapples that I eat, for example, are grown in Thailand.

- B** Read again and answer the questions.

1. Where are the writer's school supplies made?
2. What does the writer buy that is grown in Thailand?

- C** Answer the questions about yourself.

1. Where do you like to shop?	<u>at a retail store</u>
2. Why do you like to shop there?	<u>close to my house</u>
3. What do you buy there?	<u>toys</u>
4. Where are those things made?	<u>Indonesia</u>
5. What foods do you like to eat?	<u>pineapples</u>
6. Where do you buy those foods?	<u>supermarket</u>
7. Where are those foods grown?	<u>Mexico</u>
8. What foods do you eat that are grown in your own country?	<u>vegetables</u>

Review 10-15 min.

- Have students turn to **page 21**.
- Direct students' attention to the pictures on **page 21**.
T "Look at the pictures." Call out a letter from a-h and ask students to say the word together, based on their answers from lesson 1. **T** "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.
T "Student A, you are Nadir. Make a sentence."
- Have students look at the pictures on **page 21** and continue to ask questions about the key vocabulary.
- 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. **T** "One. Eve, 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. **T** "Student A, make a question for picture number one. Student B, answer."
- Then Student B makes a question for picture 2. **T** "Now Student B make a question for picture number two."
- Students continue alternating until they have talked about all the pictures.

Writing preparation 10-15 min.

- Focus students' attention on the writing preparation section at the bottom of **page 29**.
- Tell students to read the questions and make notes about their answers.
- Explain that students don't need to write full sentences and that words or phrases are enough at this stage.
- Circulate and monitor the students, providing assistance where necessary.

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

Unit wrap-up 5 min.

- 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.
T "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 talk about things I shop for and own.
2. I can say where these things are from.
3. I can ask and answer questions about where these things are made or grown.

Listening

4. I can understand when someone talks about where things are from.
5. I can understand when someone asks a question about where something is grown or made.

Reading

6. I can read and understand short passages about shopping for things and where they are made.

Writing

7. I can write a few sentences telling about things I buy and where they are from.

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

I like my local supermarket because there are lots of things to buy.

I buy food and toys there with my family.

I like to buy fruits. I buy bananas. The bananas are grown in Ecuador.

I also like to buy toy cars. I like fast cars. The cars are made in China.

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

- Old technology
- Talking about past activities and habits

Lesson Objectives

Students will be able to:

- recognize and name the first eight key vocabulary items
- talk about habits and regular actions from the past

Vocabulary **Key words 1**

- | | |
|--------------------|----------------------|
| develop photos | play cassette tapes |
| record videos | collect stamps |
| deliver newspapers | keep an address book |
| use payphones | watch silent films |

Core Structure

- **Used to to describe past habits and actions**
She used to record videos when she was younger.

Materials

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

Q What did you use to do when you were younger?

A 028 Look and listen.**B** 029 Listen and say.**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. **T** "What did you use to do when you were younger?" Call on students individually to answer. If students have difficulty coming up with ideas, remind students of some activities that students in lower grades typically do that students in higher grades don't do anymore.

A **CD** 028 Look and listen. 5 min.

- Focus students' attention on the picture on **page 30**. Talk about the picture; explain the situation shown in the picture, pausing after questions to let students offer answers. **T** "Daniel, Jenny, and Nadir are at Daniel's house. They are in his attic looking at some things. All of these things belong to Daniel's grandparents. Do you have an attic? What do you keep in your attic?"
- Play **audio track 028**.

Daniel: Look at this old photo.
Jenny: Who's in the photo?
Daniel: They're my grandparents.
Jenny: Wow! You look like your grandfather.

Daniel: Do you think so? All of the things in this attic are my grandparents'. My grandfather says he used to spend a lot of time up here when he was younger.

Jenny: What did he use to do?

Daniel: He had a lot of hobbies. He used to collect stamps. He also liked music, so he used to play cassette tapes.

Jenny: Did he have a part-time job when he was a boy?

Daniel: Yes, he used to deliver newspapers on his bike.

Jenny: That sounds like fun.

Daniel: I think so. I think that things were very different a long time ago.

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

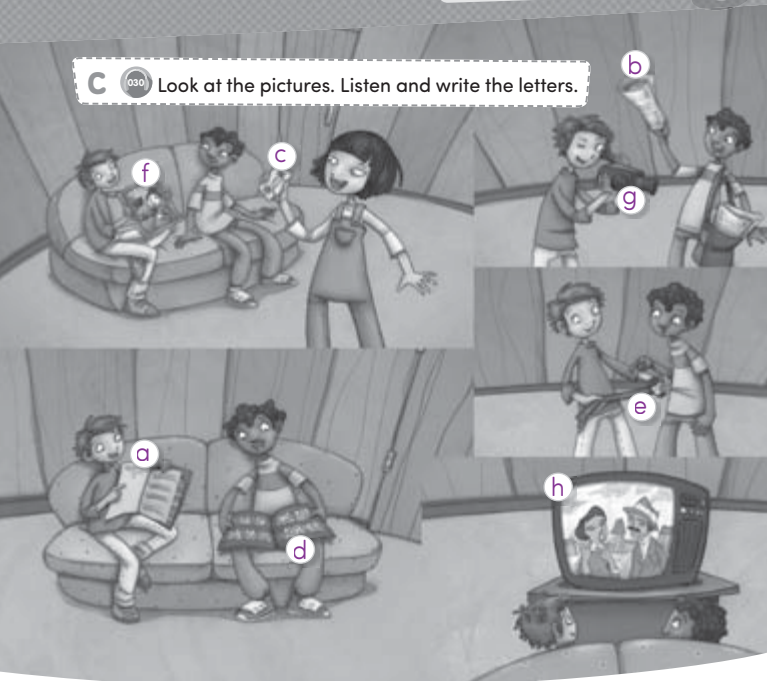
CDM Play the animation. Use the *Caption* and *Script* functions to show students the script.

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

B **CD** 029 Listen and say. 5 min.

- Focus students' attention on the vocabulary list at the bottom of **page 30**.
- Tell students to listen and repeat after the audio.
- **T** "Listen to the words. Look at the pictures and say the words."

C 030 Look at the pictures. Listen and write the letters.



D 031 Chant. Turn to page 113.

E Look at the pictures and say.



She used to **record videos** when she was younger.
He used to **use payphones** when he was younger.
They used to **watch silent films** when they were younger.

31

- Play **audio track 029**. Make sure the students are following along and repeating the words.
- (Optional) Play the audio track again to give students an extra chance to practice, especially if students have difficulty with the pronunciation.

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

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

C 030 Look at the pictures. Listen and write the letters. **5-10 min.**

- Play **audio track 030**. Have students listen to the sentences and write the corresponding letters in the circles on the picture. **T** "Listen to the sentences for the key word. Write the letter next to the picture."
- Review answers as a class. Call out a letter, starting with A, and ask one student to say what the key word is. Students don't have to remember the whole sentence, just the key word.

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

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

D 031 Chant. **10 min.**

- Tell students to turn to **page 113** where they will see the lyrics to the chant. **T** "Let's listen to a chant. Turn to page 113."
- Play **audio track 031**, and have students just listen the first time.

- 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.

What did Grandma use to do when she was younger?

She used to record videos when she was younger.
Did you use to record videos when you were younger?

No, I didn't use to record videos when I was younger.

What did Grandpa use to do when he was younger?

He used to develop photos when he was younger.
Did you use to develop photos when you were younger?

No, I didn't use to develop photos when I was younger.

What did Mom use to do when she was younger?

She used to play cassette tapes when she was younger.
Did you use to play cassette tapes when you were younger?

No, I didn't use to play cassette tapes when I was younger.

What did Dad use to do when he was younger?

He used to collect stamps when he was younger.
Did you use to collect stamps when you were younger?

No, I didn't use to collect stamps when I was younger.

E Look at the pictures and say. **10 min.**

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

CDM Show students 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 pictures on **page 31** and continue to make sentences using the key vocabulary from the main picture. **T** "Look at the pictures. Talk about them with your partner."
- Choose two or three students and have them stand and make a sentence for the class.

More practice

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**.

WB

Lesson Objectives

Students will:

- 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 pictures on **page 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 things that their parents or grandparents might have done when they were younger. Select students to make a sentence about their parents or grandparents. Encourage students to use a full sentence when they answer.

Reading

A Read. 5-10 min.

- Tell students to open their Student Book to **page 32**.
- Focus students' attention on the text message conversation and user manual in the Reading section. Before reading, ask students what they are.
- Next, read the text to the students and have them listen the first time.
- Tell the students that they are going to read the text again. Call on one student and ask him / her to read the first sentence. Go around the class and have a different student read each line of the message, followed by each step in the user manual. Continue until you get to the end of the reading.

B Read again and answer. 5-10 min.

- Tell students to re-read the text again on their own silently.
- Next, tell students to read the questions at the bottom of the page and answer.
- Go over answers as a class. Call on a different student to provide the correct answer for each question.

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

USER MANUAL

VHS Video Camera MAX486 MODEL Y2K
HOW TO RECORD A VIDEO

STEP 1: LOAD A VHS TAPE

- Press the EJECT button.
- Load the VHS tape.
- Close the door and press LOCK.

Note: You cannot load or unload a VHS tape when the video camera is in RECORD mode.

STEP 2: RECORD

- Remove the lens cover.
- Press the ON button.
- Press the RECORD button.

Note: A red light appears when the video camera is in RECORD mode.

SPECIAL FEATURES

- Press ZOOM IN to get a more focused picture.
- Press ZOOM OUT to get a wider picture.

Note: Previous models used to make a noise in ZOOM mode. This feature is not included in this model.

B Read again and answer.

- What did Daniel's Grandpa use to do?
☒ a. record videos ☐ b. play cassette tapes ☐ c. watch silent films
- What do you do after you load the VHS tape? Close the door and press "lock."
- What do you do before you press the "record" button? Press the "on" button.
- What feature did the video camera use to have? Previous models used to make a noise in zoom mode.

32

Speaking

A Speaking preparation 5-10 min.

- Have students look at **page 33**.
- Tell students to think about their parents and grandparents. Have students fill in the chart in part A with three things their mothers, fathers, and grandparents used to do. Encourage students to use real things that they know about their parents, but if they don't know, it is OK for students to use their imaginations.
- Students can use words or short phrases in the chart, and they don't need to use full sentences.
- Give students 2–3 minutes to fill in the chart.
- **CDM** Show students the example.
- Circulate and monitor the students, providing assistance where necessary.

- A** Think of three things your mom, dad, and grandparents used to do when they were children. Fill in the chart.

Mom	Dad	Grandparents

- B** Ask your partner about his or her parents and grandparents. Then write.



What did your mom use to do when she was a child?

She used to play cassette tapes.

What did your grandparents use to do when they were children?

They used to watch silent films.



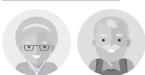
Mom



Dad



Grandparents



33

B Speaking activity 10 min.

- Focus students' attention on the model dialog. Select two students in the class to read the lines for each of the characters. **T** "Can you read the dialog? You be Jenny, and you be Nadir."
- 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 based on one of the things they thought of for each person in part A. **T** "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. **T** "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**.



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 Y/N questions to find out whether someone used to do something when they were younger

Vocabulary Key words 2

crawl	fall down
take naps	have a babysitter
name toys	catch butterflies
cry a lot	feed your siblings

Expansion Structure

Y/N questions with use to

Did you use to cry a lot when you were younger?

Yes, I used to cry a lot. / No, I didn't use to cry a lot.

Materials

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



B Role-play the story.

C Read the story again. Then answer.

- What did Grandpa use to do in the attic?
☐ a. watch silent films ☐ b. record videos ☒ c. develop photos
- What are Alex, Brian, and Emma doing?
☐ a. playing cassette tapes ☒ b. making a film ☐ c. watching TV
- What does Alex think about his phone?
☐ a. It's faster than the camera. ☐ b. It's newer than the camera.
☒ c. It's easier to use than the camera.

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. 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.

Warm-up 5 min.

Tell students to look back at the chart they completed in part A on **page 33**. Choose a student and ask him / her to talk about one of his / her family members' past habits. **T** "What did your mom use to do when she was a child?" Have students answer using a full sentence.

S "My mom used to use payphones when she was a child." Repeat with several other students in the class.

Story

A CD 032 Listen and repeat. 5 min.

- Tell students to turn to **page 34**. Focus students' attention on the comic strip. Ask students two questions about the pictures and elicit answers.
 - Point to Alex holding the video camera. **T** "Who is he?" (Alex)
 - Point to the video camera in Alex's hands. **T** "What is he doing?" (recording a video)
- Play **audio track 032**. 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.

Expand

3

A 033 Listen and say.

1 crawl e

2 fall down b

3 take naps g

4 have a babysitter a

5 name toys d

6 catch butterflies h

7 cry a lot f

8 feed your siblings c

B 034 Listen and write the letters.

C 035 Listen. Then look at the pictures. Ask and answer.

Did you use to cry a lot when you were younger?	Yes, I used to cry a lot.
Did you use to feed your siblings when you were younger?	No, I didn't use to feed my siblings.

1 Yes

2 Yes

3 No

4 Yes

5 Yes

6 No

35

CD 035 Listen. Then look at the pictures. Ask and answer. 10 min.

- Focus the students' attention on the model sentences in part C. Play **audio track 035**.
- 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.

Answers

- Did you use to cry a lot when you were younger?
→ Yes, I used to cry a lot.
- Did you use to feed your siblings when you were younger? → Yes, I used to feed my siblings.
- Did you use to crawl when you were younger?
→ Yes, I used to crawl.
- Did you use to catch butterflies when you were younger? → No, I didn't use to catch butterflies.
- Did you use to have a babysitter when you were younger? → Yes, I used to have a babysitter.
- Did you use to take naps when you were younger?
→ No, I didn't use to take naps.

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**.

Expand

A CD 033 Listen and say. 5 min.

- Have students look at the vocabulary on **page 35**.
- Tell students to listen and repeat after the audio.
- Play **audio track 033**. 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 CD 034 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 034**. 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. **T** "What is A?"

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

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.

Choose a student and ask him / her a Y/N question about whether he / she used to do something in the past. **T** "Did you use to crawl when you were younger?" **S** "Yes, I used to crawl." Then have the first student make a question and ask a second student in the class. The second student answers before asking a question to a third student. Continue the chain so that each student answers a question first and then asks another student a question. Encourage students to look at the vocabulary in lessons 1 and 3 for ideas.

Connect

A 036 Listen and read. 10 min.

- Have students turn to **pages 36 and 37**.
- Point to the picture of the cassette tape and ask students what it is. Ask students if they have ever used a cassette before. Then ask students if they know of any other ways to store music. Explain that students are going to learn about the history of how people listen to music.
- Tell students to read along silently as they listen. Play **audio track 036**.
- Play the audio track again. This time, tell students to try to read aloud as they listen.

 Show the animated slideshow.

B Read the questions. Underline the answers in the text. 5 min.

- Focus students' attention on part B. Tell students to look at the questions in the red boxes throughout the text.
- Tell students to re-read those passages again silently and underline the sentence or part of the sentence that gives the answer.

C Read again. Discuss the questions.

10 min.


3 History

A 036 Listen and read.


LISTENING TO MUSIC IN THE PAST

Do you like listening to music? The way people listen to music now is different from the past. Let's take a look at how people used to listen to music.

Records were the first device used to record sounds, but in the 1960s the 8-track became more popular. These tapes were smaller and easier to carry. Listeners could skip a song with fast-forward and rewind buttons. Unfortunately, you had to guess when to stop rewinding.

 What was the first device used to record sounds?

36

- As a class, re-read the whole text again. If students still have difficulty reading along, you can play the audio track again to assist them.
- Put students into small groups of 3 or 4. Tell the students to discuss the questions together and compare what they have underlined.
- Go over answers as a class.
 Show students the correct answers on the screen.

D 037 Listen and answer the girl's questions. 10 min.

- Have students turn to **page 38**. Explain that students will hear two children talking about the topic they have just read.
- Tell students that during the conversation, they will hear three questions from the girl. Students need to listen to the questions carefully and circle the correct answer.
- Play **audio track 037**. There is a short pause after each question, however you may wish to pause the recording for longer to give students enough time to think about the answer.
- Note: The answers are not provided at this stage, and the conversation resumes as if the answer had been given.

E 038 Listen again and check your answers. 10 min.

- Play **audio track 038** for students to listen to the full conversation with answers included.

Connect

3

In 1980, cassette tapes replaced 8-tracks. They had the same features but were much smaller. People used to play cassette tapes in their cars or on portable tape players. Portable players made it easy to listen to music while doing work or exercising.

Q Where did people use to play cassette tapes?



In the 1990s, compact discs (CDs) replaced tapes. CDs store digital music. It's easy to rewind or fast-forward a CD. You can make it start at the beginning of any song.

Q Why is it easier to rewind CDs than tapes?



Most people don't play CDs any longer. They keep music as digital files on their phones, MP3 players, and computers. How do you think music formats will change in the future?

- B** Read the questions. Underline the answers in the text.
C Read again. Discuss the questions.

37

3

037 Listen and answer the girl's questions.



- a. on films **b. on 8-tracks** c. on their phones
- a. on records** b. on cassette tapes c. on CDs
- a. on their phones b. on the radio **c. on portable players**

E 038 Listen again and check your answers.

F Answer the questions with information from the reading.

When did 8-tracks become popular?	in the 1960s
What's the difference between 8-tracks and cassette tapes?	Cassette tapes were much smaller than 8-tracks.
In which music formats can you use rewind and fast-forward?	8-tracks, cassette tapes, and CDs
How do most people listen to music now?	People keep music as digital files on their phones, MP3 players, and computers.

38

- Tell students to listen and check their answers to the questions from part D.
- Go over answers as a class.

Boy: Hi, Tessa. How are you?
 Girl: Pretty good. What are you listening to?
 Boy: Just some music on my iPod. I can't believe people used to use cassette tapes.
 Girl: My mom used to play cassette tapes when I was a baby.
 Boy: Mine too. I read an article about music when I was surfing the Internet last night.
 Girl: So, it was about cassette tapes?
 Boy: It was about all music formats.
 Girl: How did people listen to music before tapes?
 Boy: On 8-tracks.
 Girl: I never heard of that before.
 What was the first way people listened to music?
 Boy: On records.
 Girl: Ah. My father has some of those. They are big, right?
 Boy: Yes, music has changed a lot.
 Girl: I know! I heard people used to carry around big radios back then.
 Boy: Not always. Some people could listen to music while they ran or walked.
 Girl: How did people listen to music while they exercised before smartphones?
 Boy: On portable players.

Girl: Ah, I see. That sounds like a cool article.
 Boy: I'll bring it tomorrow. You can borrow it if you like.
 Girl: Can't you just send me a link?
 Boy: Oh, yeah! I forgot I can do that, too!

Summary 5 min.

- The summary activity can be done in class if time permits, or students can complete it for homework so they are ready to talk about it briefly during the next lesson.
- Focus students' attention on part F at the bottom of **page 38**. Tell the students to answer the questions with information from the reading.
- Encourage students to skim over the text on **pages 36 and 37** if they have difficulty with any of the answers.
- (Optional) Check answers as a class.
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**.



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.

Put students into groups of 3 or 4. Ask them to turn to the completed summary chart on **page 38**. Without looking back at the text, students should discuss everything they can remember about the article from the previous lesson. Encourage students to take turns to mention one point at a time.

Writing

A Read the example. Underline all of the activities. 5 min.

- Tell students to turn to **page 39**. Focus students' attention on the example text.
- Tell students to read the example by themselves.
- Next, tell students to re-read the text and underline all of the activities.
- Go over answers as a class.

CDM Show students the correct answers on the screen.

B Read again and answer the questions. 5 min.

- Put students into small groups of two or three students.
- Tell the groups to read the two questions and discuss the answers together. Encourage students to use full sentences when discussing the answers.
- Go over answers as a class.

Writing

A Read the example. Underline all of the activities.

I can do many things on my phone. I can use it to record videos, listen to music, and take pictures. Sometimes I even use it to surf the Internet. My grandpa told me that there were no phones when he was my age. So I asked him how he used to do all the things that I do now.

When Grandpa was a kid, there were no videos. But when my parents were kids, he used to record videos of them on a video camera. As for music, Grandpa used to listen to records when he was a kid. He played cassette tapes when my parents were kids. He used to have CDs, too. In his younger days, Grandpa used to take pictures and develop his own photos. He used to send the photos in the mail to his friends. Today he uses his phone for all of these things.

B Read again and answer the questions.

1. How did the grandfather use to record videos?
2. Who used to listen to records as a kid?

C Answer the questions about yourself and about your grandparents.

	How do you ...	How did your grandparents use to ...
1. ... listen to music?	on my MP3 player	on records
2. ... record videos?	on my phone	on a video camera
3. ... keep addresses?	on my laptop	in an address book
4. ... keep pictures?	on my laptop	in photo albums

Review 10-15 min.

- Have students turn to **page 31**.
- Direct students' attention to the pictures on **page 31**.
T "Look at the pictures." Call out a letter from a-h and ask students to say the word together, based on their answers from lesson 1. **T** "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.
T "Student A, you are Mateo. Make a sentence."
- Have students look at the pictures on **page 31** and continue to ask questions about the key vocabulary.
- 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. **T** "One. Eve, 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. **T** "Student A, make a question for picture number one. Student B, answer."
- Then Student B makes a question for picture 2. **T** "Now Student B make a question for picture number two."
- Students continue alternating until they have talked about all the pictures.

Writing preparation 10-15 min.

- Focus students' attention on the writing preparation section at the bottom of **page 39**.
- Tell students to fill in the chart with answers about how they do something and how their grandparents used to do something. If students don't know the answers for their grandparents, they can leave the last column blank and complete it for homework.
- Explain that students don't need to write full sentences and that words or phrases are enough at this stage.
- Circulate and monitor the students, providing assistance where necessary.

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

Unit wrap-up 5 min.

- 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.
T "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 talk about things people used to do.
2. I can say what people did when they were younger.
3. I can ask and answer questions about what people used to do.

Listening

4. I can understand when someone talks about things done in the past.
5. I can understand when someone asks a question about what someone used to do.

Reading

6. I can read and understand short passages about doing things in the past and how life was in the past.

Writing

7. I can write a few sentences telling about things people used to do and what people do today.

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

People today use their phones to listen to music. They also use their phones to record videos. But people used to listen to music on cassette tapes. They used to use video cameras to record videos. And they used to use an address book to keep addresses.

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**.
- Have students look at the written clues at the top of the page.
- Point to clue 2 across (the meat from a cow) and ask students what the answer is (beef). Write the word *beef* on the board. Tell students to fill in the squares for 2 across on the puzzle.
- Tell students to look at the rest of the clues and fill in the remaining squares.
- Encourage students to look at the picture clues around the puzzle and back over units 1–3 to help with finding the answers and correct spelling.

B 039 Listen. Then circle. 10 min.

- Tell students they will listen to two children speaking. The first time, students should just listen.
- Play **audio track 039**.

Girl: What are those?
 Boy: They're coconuts.
 Girl: Wow! Where are they from?
 Boy: They're grown in Malaysia.
 Girl: I see. And they're pineapples, aren't they?
 Boy: Yes, right.
 Girl: Pineapples are grown in Thailand, aren't they?
 Boy: Yes, they are.
 Girl: Anyway, what are you doing?
 Boy: I'm baking. Do you want to help?
 Girl: Are you baking with pineapples and coconuts?
 Boy: No. I'm baking a cake. Do you know how to bake?
 Girl: I used to help my mom bake cakes when I was younger. I don't anymore. I'm not good at baking.
 Boy: It's OK. I can show you how. Did you use to mix the flour and sugar?
 Girl: No, I didn't.
 Boy: Did you use to whisk the ingredients?
 Girl: No, I didn't do that. Actually, I only used to help my mom eat the cakes.
 Boy: It's easy. First, you mix the ingredients in a bowl. Next, you whisk them together. Then you put it in to the oven. Finally, you eat it.
 Girl: Wow, that's easy. Now, I'm so hungry.

- 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 039** again. If students struggle to keep up, pause the track after each answer is mentioned.

1-3 Review 1

A Write the words.

Across

- The meat from a cow.
- A type of shoes. You usually wear them in the summer.
- The type of clothes that students wear at school.
- A type of yellow fruit.

Down

- A sweet white or brown powder. You use it for cooking.
- A person who looks after babies or children when their parents are not at home.
- A public phone. You have to put in money to use it.
- To move on your hands and knees. Babies do this.
- To cut something into pieces. You can do this with a knife.











- Review answers as a class. Read the question, and call on different students to provide the answers.
- (Optional) Play **track 039** one more time to give students a chance to listen for any answers they may have missed the first time.

C Read and circle the mistake. Then write the correct word. 5 min.

- Focus students' attention on part C on **page 41**.
- Read each sentence or question out loud. Tell students that there is a mistake in each one.
- Ask students to identify the mistake in item 1 (making) and to circle it. Then have students write the correct word on the blank space (made).
- Now tell students to read each sentence / question by themselves, circle the mistake, and write the correct word on the blank space.
- 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 corrected sentence for each item. Make sure all students have circled the mistake.

B Listen. Then circle.

1. Where are the coconuts from?	a  Thailand	b  Malaysia
2. What is the boy baking?	a 	b 
3. What did the girl use to do?	a 	b 
4. What do you do before eating the cake?	a 	b 

C Read and circle the mistake. Then write the correct word.

- | | |
|---|---------------|
| 1. The flute is <u>making</u> in America. | <u>made</u> |
| 2. The sandals are made in Brazil, <u>isn't</u> they? | <u>aren't</u> |
| 3. First, <u>chopping</u> the parsley. | <u>chop</u> |
| 4. Don't <u>poured</u> too much sauce. | <u>pour</u> |
| 5. She used to <u>watched</u> silent films. | <u>watch</u> |
| 6. <u>Do</u> you use to develop photos? | <u>Did</u> |

41

D Read the sentences. Choose the correct words and write them on the lines.

boil	trumpet	mix	take naps	cry a lot
umbrella	fry	sandals	record videos	flour
silent films	fall down	souvenirs	digital camera	suitcase

- | | |
|---|----------------------|
| 1. You do this when you cook something in hot oil. | <u>fry</u> |
| 2. You use this when you travel. You put clothes in it. | <u>suitcase</u> |
| 3. Young children do this often. They usually do it during the day when they are tired. | <u>take naps</u> |
| 4. You need a camera to do this. You can make films when you do it. | <u>record videos</u> |
| 5. You sometimes do this to cook food. You heat water, usually in a pot. | <u>boil</u> |
| 6. You can use this to make cakes and other food. It is a white powder. | <u>flour</u> |
| 7. People use this to play music. They blow into it. | <u>trumpet</u> |
| 8. You use this when it is raining. It helps to keep you dry. | <u>umbrella</u> |
| 9. People buy these when they go on holiday. They help people remember a place. | <u>souvenirs</u> |
| 10. People used to watch these a long time ago. They have no sound. | <u>silent films</u> |

42

D Read the sentences. Choose the correct words and write them on the lines.

15 min.

- Have students look at **page 42**.
- Next, read sentence 1. **T** "You do this when you cook something in hot oil." Tell students to look at the words in the box at the top of the page and choose the best one (fry).
- Now tell students to read the remaining sentences by themselves and to write the correct word next to each sentence.
- Monitor and provide assistance to students if necessary.
- Go over answers as a class. Starting with sentence 2, read the sentence and then ask a student what the correct word is.

Unit Objectives

- Personality traits
- Talking about why you like or dislike someone

Lesson Objectives

Students will be able to:

- recognize and name the first eight key vocabulary items
- describe other people's personalities

Vocabulary **Key words 1**

annoying brave calm confident
honest nervous proud hardworking

Core Structure

- **Adjectives with adverbs of frequency to describe personality**

She is always hardworking.

Materials

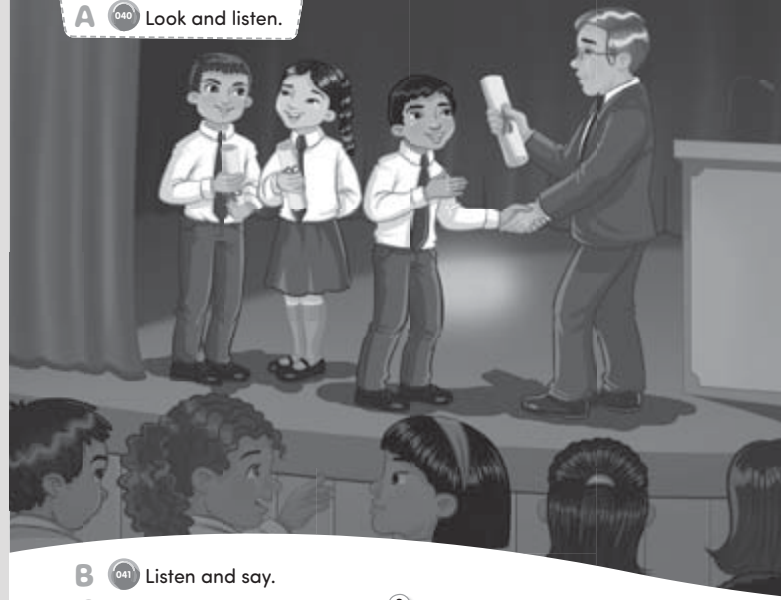
- Hang Out Student Book, Workbook
- CD and A/V equipment or Classroom Digital Materials

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. **T** "What is your best friend like?" Call on students individually to answer. If students have difficulty coming up with ideas, ask questions such as: **T** "Is she kind?"

A **CD** **040 Look and listen.** **5 min.**

- Focus students' attention on the picture on **page 44**.
- Talk about the picture; explain the situation shown in the picture, pausing after questions to let students offer answers. **T** "Li, Mateo, and Nadir are standing on the stage in their school auditorium. They are attending their school awards ceremony. Each of the students is receiving an award. Does your school have an awards ceremony? Have you ever won an award?"
- Play **audio track 040**.

A **CD** **040 Look and listen.****B** **CD** **041 Listen and say.**

- Li: Look at Nadir. He looks so proud.
Mateo: Yes, he deserves his award for being the best student. He is always so hardworking.
Li: I know. Do you think he is nervous?
Mateo: No, he's usually confident. He is never nervous.
Li: And you won an award for being honest. You must be happy, too.
Mateo: Yes, I'm very happy.
Li: It's good to be honest. I think people like to be friends with honest people. That's why you have a lot of friends.
Mateo: What did you win an award for?
Li: I won my award for being brave.
Mateo: That's good. People who are brave are not scared of anything.

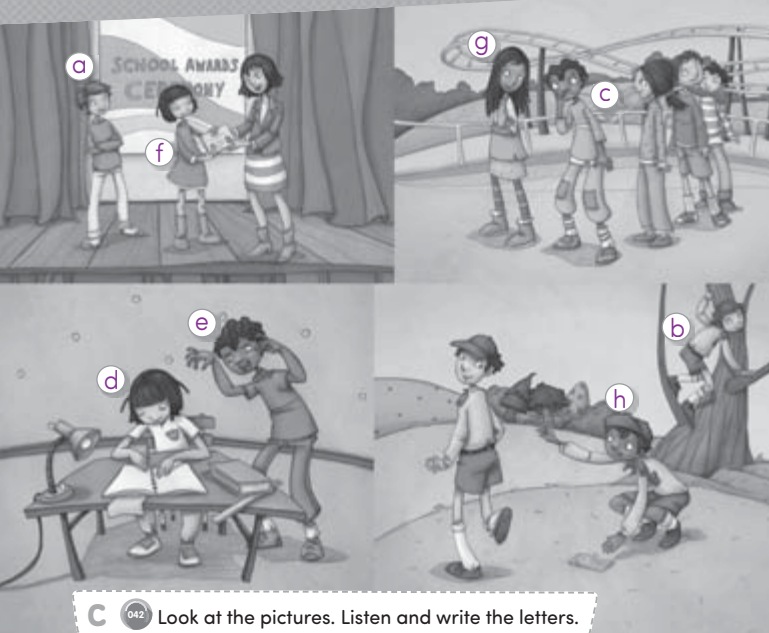
CDM Take students on a virtual tour of the image, highlighting key words.

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.

B **CD** **041 Listen and say.** **5 min.**

- Focus students' attention on the vocabulary list at the bottom of **page 44**.
- Tell students to listen and repeat after the audio.



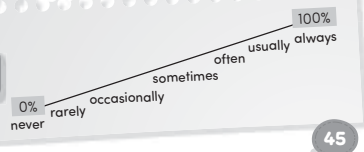
C 042 Look at the pictures. Listen and write the letters.

D 043 Chant. Turn to page 113.

E Look at the pictures and say.



She is always **hardworking**.
He is sometimes **annoying**.



45

T "Listen to the words. Look at the pictures and say the words."

- Play **audio track 041**. Make sure the students are following along and repeating the words.
- (Optional) Play the audio track again to give students an extra chance to practice, especially if students have difficulty with the pronunciation.

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

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

CD 042 Look at the pictures. Listen and write the letters. 5-10 min.

- Play **audio track 042**. Have students listen to the sentences and write the corresponding letters in the circles on the picture. **T** "Listen to the sentences for the key word. Write the letter next to the picture."
- Review answers as a class. Call out a letter, starting with A, and ask one student to say what the key word is. Students don't have to remember the whole sentence, just the key word.

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

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

D 043 Chant. 10 min.

- Tell students to turn to **page 113** where they will see the lyrics to the chant. **T** "Let's listen to a chant. Turn to page 113."

- Play **audio track 043**, and have students just listen the first time.
- 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 is this?

This is Dave.

Is he your friend?

Yes, he is. He's always honest.

Who is that?

That is Lisa.

Is she your friend?

Yes, she is. She's usually confident.

Who is this?

This is Michael.

Is he your friend?

No, he isn't. He's often annoying.

Who is that?

That is Sarah.

Is she your friend?

No, she isn't. She's sometimes unfriendly.

Who is this?

This is Brian.

Is he your friend?

Yes, he is. He's rarely impatient.

Who is that?

That is Erica.

Is she your friend?

Yes, she is. She's never nervous.

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

- Tell students to look at the dialog box (part E) on **page 45**.
- Put students in pairs. **T** "Sit with a partner." Have them practice by reading the sentences in the box.
- **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 pictures on **page 45** and continue to make sentences using the key vocabulary from the main picture. **T** "Look at the pictures. Talk about them 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**.



Lesson Objectives

Students will:

- 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 pictures on **page 45**. 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 their own personality. Choose a student and ask him / her: 1 "What are you like?" 2 "I am hardworking." Repeat with several students in the class.

Reading

A Read. 5-10 min.

- Tell students to open their Student Book to **page 46**.
- Focus students' attention on the written school assignment in the Reading section. Before reading, ask students what it is (an assignment).
- Next, read the text to the students and have them listen the first time.
- Tell the students that they are going to read the text again. Call on one student and ask him / her to read the first sentence. Go around the class and have a different student read the next sentence. Continue until you get to the end of the reading.

B Read again and answer. 5-10 min.

- Tell students to re-read the text again on their own silently.
- Next, tell students to read the questions at the bottom of the page and answer.
- Go over answers as a class. Call on a different student to provide the correct answer for each question.

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

English Class Assignment

Name: Daniel

Class: 5D

Describe your best friends.

I have four best friends. They are Mateo, Nadir, Jenny, and Li. Mateo is always honest. He never tells a lie. I always believe him. Nadir is usually confident. He doesn't worry about anything. He is rarely nervous. He knows how to do many things, like working with wood and fixing things. I often ask him how to make or fix things. Jenny is often brave. She loves playing sports and doing exciting things. She likes climbing trees and mountain biking. She is rarely scared. Li is usually calm. She always tries to help people with problems, and she doesn't mind people asking her questions. She never thinks they're annoying. This is why I like them and we're best friends.

B Read again and answer.

1. What is the assignment about?

- ☐ a. Daniel's personality
☐ b. Daniel's hobbies
☒ c. Daniel's friends

2. Why does Daniel like Mateo?

Mateo is always honest.

3. Why does Daniel like Nadir?

Nadir is usually confident.

4. Who is usually calm?

Li

Speaking

A Speaking preparation 5-10 min.

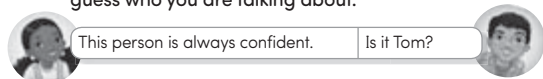
- Have students look at **page 47**.
- Tell students to think of four classmates who are currently present in the class. Students should first write the name of each student in the first column.
- Next, ask students to think of two adjectives that describe each of the four chosen classmates and complete the rest of the chart. Students can use the suggested adjectives provided or think of their own words.
- Give students 2–3 minutes to fill in the chart.
- **CDM** Show students the example.
- Circulate and monitor the students, providing assistance where necessary.

A Choose four classmates. Think of two adjectives to describe each one. You can use the words below or think of your own.



Name	Personality	
Tom	confident	hardworking

B Work with a partner. Describe your four classmates. Your partner will guess who you are talking about.



B Speaking activity 10 min.

- Focus students' attention on the model dialog. Select two students in the class to read the lines for each of the characters. **T** "Can you read the dialog? You be Jenny, and you be Nadir."
- Put students in pairs. Tell students to keep their books hidden so that their partner cannot see the chart in part A. Assign one student to be Student A and the other student as Student B. Have Student A describe one of the classmates first. Student B listens and should guess until he / she guesses the correct classmate. **T** "Work with a partner. Student A describe a classmate first. Student B guess."
- CDM** Use the model dialog to demonstrate the answer / question exchange, and how to complete the activity in B.
- Students should alternate between describing and guessing until both students have described all four classmates.
- Give students five or six minutes to finish the activity.

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**.



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 reasons why they like or dislike someone based on their personality

Vocabulary Key words 2

easygoing sensible selfish silly
unfriendly adventurous greedy impatient

Expansion Structure

• Because to give a reason

I like him because he is adventurous.

Materials

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



B Role-play the story.

C Read the story again. Then answer.

- Why is Alex upset?
 - ☐ a. He lost his wallet.
 - ☒ b. He didn't win an award.
 - ☐ c. Brian said he's annoying.
- Why doesn't Alex like his teacher?
 - ☐ a. He's annoying.
 - ☒ b. He's unfriendly.
 - ☐ c. He's impatient.
- What does Brian think about Alex's teacher?
 - ☒ a. He's easygoing.
 - ☐ b. He's silly.
 - ☐ c. He's friendly.

48

Warm-up 5 min.

Tell students to look back at the four classmates they described on **page 47**. Choose a student and ask him / her to describe one of the classmates listed in the chart. **S** "Tom is confident." Try to encourage students to use positive adjectives when describing classmates.

Story

A CD 044 Listen and repeat. 5 min.

- 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 Alex. **T** "Who is he?" (Alex)
 2. Point to Alex in frame 1. **T** "How do you think he feels, happy or unhappy?" (unhappy)
 - Play **audio track 044**. 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. 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.

Expand

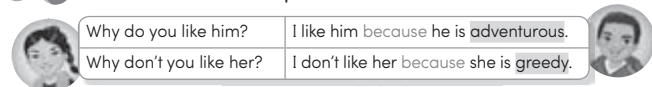
4

A 045 Listen and say.



B 046 Listen and write the letters.

C 047 Listen. Then look at the pictures. Ask and answer.



49

047 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 047**.
- 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

- Why do you like her?
→ I like her because she is adventurous.
- Why don't you like him?
→ I don't like him because he is unfriendly.
- Why don't you like her?
→ I don't like her because she is greedy.
- Why don't you like him?
→ I don't like him because he is selfish.
- Why do you like him?
→ I like him because he is easygoing.
- Why don't you like him?
→ I don't like him because he is silly.

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**.

Expand

A 045 Listen and say. 5 min.

- Have students look at the vocabulary on **page 49**.
- Tell students to listen and repeat after the audio.
- Play **audio track 045**. 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 046 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 046**. 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. **T** "What is A?"

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

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.

Ask each student to think of a well-known celebrity who they like. Select a student and ask him / her who he / she chose. Then ask: **T** "Why do you like him?" The student should respond with a reason. **S** "I like him because he is confident." Repeat with several other students in the class.

Connect

A CD 048 Listen and read. 10 min.

- Have students turn to **pages 50 and 51**.
- Point to the pictures of the sail boats and ask students if they know what they are. Ask students if they think it is easy to sail a boat like this. Explain that students are going to read about a program that allows people to do activities like sailing and other things.
- Tell students to read along silently as they listen. Play **audio track 048**.
- Play the audio track again. This time, tell students to try to read aloud as they listen.

CDM Show the animated slideshow.

B Read the questions. Underline the answers in the text. 5 min.

- Focus students' attention on part B. Tell students to look at the questions in the red boxes throughout the text.
- Tell students to re-read those passages again silently and underline the sentence or part of the sentence that gives the answer.

C Read again. Discuss the questions.

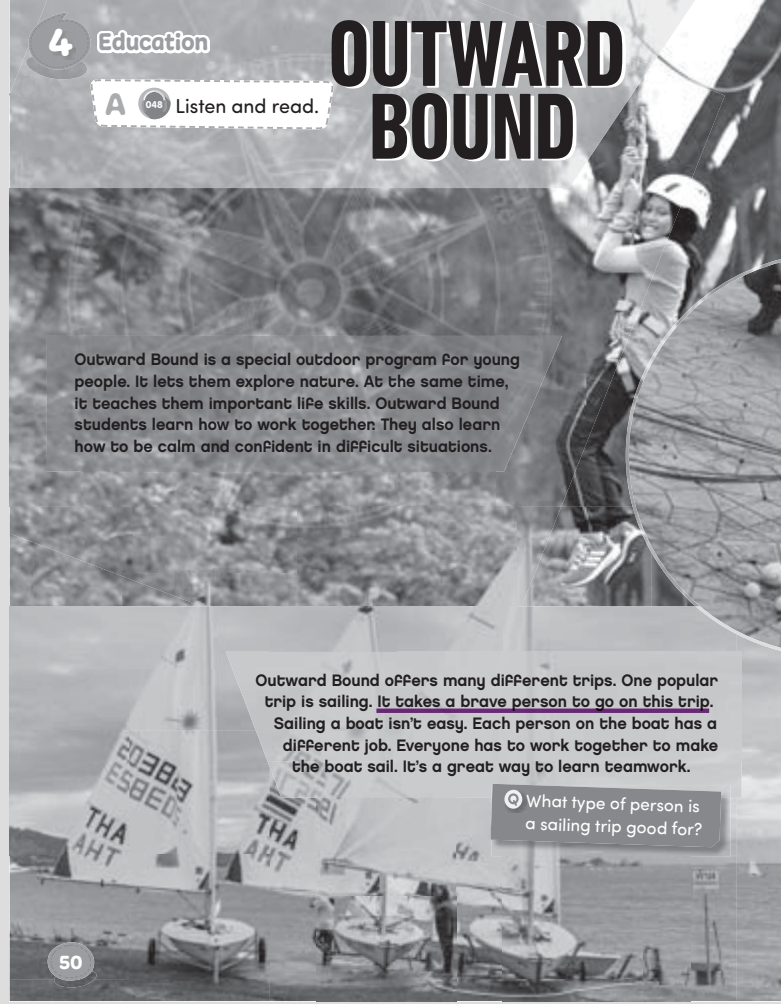
10 min.

- As a class, re-read the whole text again. If students still have difficulty reading along, you can play the audio track again to assist them.
- Put students into small groups of 3 or 4. Tell the students to discuss the questions together and compare what they have underlined.
- Go over answers as a class.

CDM Show students the correct answers on the screen.

D CD 049 Listen and answer the girl's questions. 10 min.

- Have students turn to **page 52**. Explain that students will hear two children talking about the topic they have just read.
- Tell students that during the conversation, they will hear three questions from the girl. Students need to listen to the questions carefully and circle the correct answer.
- Play **audio track 049**. There is a short pause after each question, however you may wish to pause the recording for longer to give students enough time to think about the answer.
- Note: The answers are not provided at this stage, and the conversation resumes as if the answer had been given.



Outward Bound students can also go on hiking trips. They get to explore beautiful mountains. These hiking trips aren't just about walking, though. Students need to overcome obstacles as a group. These trips help young people be more confident.

Q How do hiking trips help young people?

Connect

4

Outward Bound also offers community service projects. Students might clean up a hiking trail or a beach, or help collect food for a local food bank. They learn the value of giving back. Outward Bound will make you ready for anything in life.

Q What do community service projects teach Outward Bound students?

B Read the questions. Underline the answers in the text.

C Read again. Discuss the questions.

51

4

049 Listen and answer the girl's questions.



- a. Summer Camp b. Fun Outdoors **c. Outward Bound**
- a. how to be calm **b. teamwork** c. the value of giving back
- a. in a boat b. on a beach **c. in the mountains**

E 050 Listen again and check your answers.

F How does each activity help Outward Bound students? Match and write.

- | | | |
|----------------------|-------|-----------------------------------|
| 1. sailing | _____ | a. learn teamwork |
| 2. hiking | _____ | b. learn the value of giving back |
| 3. community service | _____ | c. become confident |

- Sailing trips let students learn teamwork.
- Hiking trips let students become confident.
- Community service projects let students learn the value of giving back.

52

E 050 Listen again and check your answers.

10 min.

- Play **audio track 050** for students to listen to the full conversation with answers included.
- Tell students to listen and check their answers to the questions from part D.
- Go over answers as a class.

Girl: What are you doing this summer?

Boy: I'm going to take part in a special outdoor program.

Girl: That sounds fun. What is the name of the outdoor program?

Boy: Outward Bound.

Girl: It sounds interesting. What kind of activities do people do on the program?

Boy: They do activities that help them learn different skills. For example, they go on sailing trips.

Girl: What do people do on sailing trips?

Boy: They can learn to sail a boat.

Girl: What skill can students learn from sailing a boat?

Boy: Teamwork.

Girl: That's a good skill. Do students do any other activities?

Boy: Yes, there are hiking trips, too.

Girl: Hiking, that sounds like fun. I love hiking.

Boy: It is a lot of fun.

Girl: Where do Outward Bound students go hiking?

Boy: In the mountains.

Girl: Wow, it sounds like such a great program. I really want to go, too.

F Summary 5 min.

- The summary activity can be done in class if time permits, or students can complete it for homework so they are ready to talk about it briefly during the next lesson.
- Focus students' attention on part F at the bottom of **page 52**. Tell the students to match the activities to the values and then complete the sentences.
- Encourage students to skim over the text on **pages 50 and 51** if they have difficulty with any of the answers.
- (Optional) Check answers as a class.

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**.

WB

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.

Put students into groups of 3 or 4. Ask them to turn to the completed summary sentences on **page 52**. Without looking back at the text, students should discuss everything they can remember about the article from the previous lesson. Encourage students to take turns mentioning one point at a time.

Writing

A Read the example. Underline all of the adjectives about people. 5 min.

- Tell students to turn to **page 52**. Focus students' attention on the example text.
- Tell students to read the example by themselves.
- Next, tell students to re-read the text and underline all of the adjectives about people.
- Go over answers as a class.

CDM Show students the correct answers on the screen.

B Read again and answer the questions. 5 min.

- Put students into small groups of two or three students.
- Tell the groups to read the two questions and discuss the answers together. Encourage students to use full sentences when discussing the answers.
- Go over answers as a class.

A Read the example. Underline all of the adjectives about people.

I have two brothers, Mike and William. Mike is always adventurous. He loves doing activities outdoors. However, he is sometimes greedy. When he has candy, he usually eats it all. William is usually easygoing. He doesn't get angry with people. But he is often silly. He makes jokes all the time, and he does silly things.

My good friends at school are Lisa and Paul. I like Lisa because she is always sensible. She studies very hard and rarely misses school. But she is also impatient. She doesn't like to wait for people. If I am late, she gets angry. My best friend is Paul. I like him because he is calm and patient. He always helps me when I need help. But I don't like Paul's younger sister. I think she is annoying.

B Read again and answer the questions.

1. Who is usually easygoing?
2. Why does the writer like Lisa?

C Fill in the chart about your friends or family.

Friend or family member	What is good about the person?	What is bad about the person?
Mike	adventurous	greedy
William	sensible	impatient
Tabitha	creative	annoying
Jessica	calm	unfriendly
John	easygoing	silly

53

Review 10-15 min.

- Have students turn to **page 45**.
- Direct students' attention to the pictures on **page 45**.
T "Look at the pictures." Call out a letter from a-h and ask students to say the word together, based on their answers from lesson 1. **T** "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.
T "Student A, you are Nadir. Make a sentence."
- Have students look at the pictures on **page 45** and continue to ask questions about the key vocabulary.
- 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. **T** "One. Eve, 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. **T** "Student A, make a question for picture number one. Student B, answer."
- Then Student B makes a question for picture 2. **T** "Now Student B make a question for picture number two."
- Students continue alternating until they have talked about all the pictures.

Writing preparation 10-15 min.

- Focus students' attention on the writing preparation section at the bottom of **page 53**.
- Tell students to think about four different friends or family members.
- Explain that students should write the friend or family member's name in the left column and then think of two adjectives to describe each person. One adjective should be positive and one should be negative.
- Circulate and monitor the students, providing assistance where necessary.

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

Unit wrap-up 5 min.

- 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.
T "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 talk about a person's personality.
2. I can describe why I like or don't like someone.
3. I can ask and answer questions about personalities.

Listening

4. I can understand when someone talks about good and bad traits.
5. I can understand when someone asks a question about a person's personality.

Reading

6. I can read and understand short passages about traits and why we like or don't like someone.

Writing

7. I can write a few sentences telling about someone's traits, and why I like or don't like them.

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

My father is easygoing.
But he is also greedy. He lets us do whatever we want,
but he always eats a lot of food.
My sister is selfish. But she is also confident. She never
shares her toys with me. But I like her because she is
confident.

More practice

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**.

Unit Objectives

- Household chores
- Talking about recently completed chores

Lesson Objectives

Students will be able to:

- recognize and name the first eight key vocabulary items
- ask about and answer whether a specific person has completed a task recently

Vocabulary Key words 1

sweep the floor
do the dishes
mop the floor
water the plants

take out the trash
feed the dog
set the table
wash the windows

Core Structure

- **Present perfect with yet and already to ask if someone has done something**

Have you set the table yet? Yes, I've already done it. / No, I haven't done it yet.

Materials

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

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. **T** "How do you help at home?" Call on students individually to answer. If students have difficulty coming up with ideas, suggest some rooms in the house (kitchen, living room, bedroom, etc.) and ask students what they can do in these rooms to help.

A 051 Look and listen. 5 min.

- Focus students' attention on the picture on **page 54**. Talk about the picture; explain the situation shown in the picture, pausing after questions to let students offer answers. **T** "Daniel and Nadir are at Nadir's house. They are in the kitchen cleaning. What is Daniel doing? And can you see Nadir? What does he have in his hand? Do you like cleaning at your house?"
- Play **audio track 051**.

unit 5 Helping at Home

Q How do you help at home?

A 051 Look and listen.



B 052 Listen and say.



Nadir: What are you doing now?

Daniel: I'm sweeping the floor. What are you doing?

Nadir: I'm taking out the trash.

Daniel: Have you done the dishes yet?

Nadir: No, I haven't done it yet. I will wash the dishes after this. Have you watered the plants yet?

Daniel: Yes, I've already done it. What are you going to do after taking out the trash?

Nadir: I need to feed the dog. Gee, doing chores sure is hard work.

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

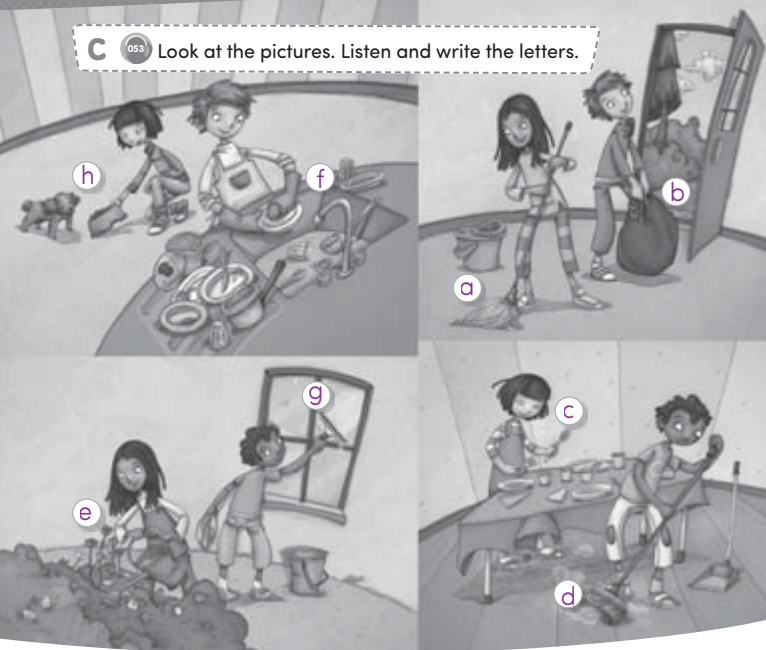
CDM Play the animation. Use the *Caption* and *Script* functions to show students the script.

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

B 052 Listen and say. 5 min.

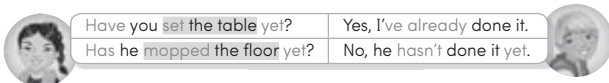
- Focus students' attention on the vocabulary list at the bottom of **page 54**.
- Tell students to listen and repeat after the audio. **T** "Listen to the words. Look at the pictures and say the words."
- Play **audio track 052**. Make sure the students are following along and repeating the words.

C 053 Look at the pictures. Listen and write the letters.



D 054 Chant. Turn to page 114.

E Look at the pictures. Ask and answer.



55

- (Optional) Play the audio track again to give students an extra chance to practice, especially if students have difficulty with the pronunciation.

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

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

C 053 Look at the pictures. Listen and write the letters. **5-10 min.**

- Play **audio track 053**. Have students listen to the sentences and write the corresponding letters in the circles on the picture. **T** "Listen to the sentences for the key word. Write the letter next to the picture."
- Review answers as a class. Call out a letter, starting with A, and ask one student to say what the key word is. Students don't have to remember the whole sentence, just the key word.

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

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

D 054 Chant. **10 min.**

- Tell students to turn to **page 114** where they will see the lyrics to the chant. **T** "Let's listen to a chant. Turn to page 114."
- Play **audio track 054**, and have students just listen the first time.
- 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.

What are you doing?
I'm feeding the dog.
Have you mopped the floor yet?
Yes, I've already done it.

What is she doing?
She's sweeping the floor.
Has she washed the windows yet?
No, she hasn't done it yet.

What is he doing?
He's taking out the trash.
Has he watered the plants yet?
Yes, he's already done it.

What are they doing?
They're setting the table.
Have they done the dishes yet?
No, they haven't done it yet.

E Look at the pictures. Ask and answer.

5-10 min.

- Tell students to look at the dialog box (part E) on **page 55**.
- Put students in pairs. **T** "Sit with a partner." Have them practice by reading the sentences in the box.
- 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 pictures on **page 55** and continue to make questions and answers using the key vocabulary from the main picture. **T** "Look at the pictures. Talk about them with your partner."
- Choose two or three students and have them stand and make questions / answers 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**.

WB

Lesson Objectives

Students will:

- 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 pictures on **page 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). Ask the class to suggest some of the chores that they need to do at home this week, and make a list of five or six of the chores on the board. Next, choose one student and ask him / her whether he / she has done one of the chores yet. **T** "Have you washed the windows yet?" **S** "Yes, I've already done it." Repeat with several other students in the class.

Reading

A Read. 5-10 min.

- Tell students to open their Student Book to **page 56**.
- Focus students' attention on the text message conversation in the Reading section. Before reading, ask students what it is.
- Next, read the text to the students and have them listen the first time.
- Tell the students that they are going to read the text again. Call on one student and ask him / her to read the first message. Go around the class and have a different student read the next message. Continue until you get to the end of the conversation.

B Read again and answer. 5-10 min.

- Tell students to re-read the text again on their own silently.
- Next, tell students to read the questions at the bottom of the page and answer.
- Go over answers as a class. Call on a different student to provide the correct answer for each question.

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



B Read again and answer.

1. What does Nadir's mom ask him about?

- ☐ a. his homework
☒ b. his chores
☐ c. his plans

2. Why does Nadir have to clean the house?

His grandmother is coming tomorrow.

3. Who has washed the windows?

Mateo

4. What has Daniel done?

swept the floor

56

Speaking

A Speaking preparation 5-10 min.

- Have students look at **page 57**. Ask students what they can see at the top of the page (a schedule).
- Tell students to think of five chores that they usually do at home and to write them in the first column.
- Next, tell students to check all of the days that they usually do those chores.
- Give students 2–3 minutes to fill in the chart.
- **CDM** Show students the example.
- Circulate and monitor the students, providing assistance where necessary.

- A** Make a list of five chores you do at home. Then check the days you usually do them.

Chore	Mon	Tue	Wed	Thu	Fri	Sat	Sun

- B** What chores does your partner do each week? Write in the chart. Then ask if your partner has done the chores yet this week.



Have you done the dishes yet?

Yes, I've already done it. /
No, I haven't done it yet.



	Chore	Done?
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

57

B Speaking activity 10 min.

- Focus students' attention on the model dialog. Select two students in the class to read the lines for each of the characters. **T** "Can you read the dialog? You be Mateo, and you be Jenny."
- Put students in pairs and tell each pair to first find out what chores his / her partner does each week. Write them into the middle column of the chart in part B.
- Next, 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 whether the chore has been done or not yet this week. **T** "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. **T** "OK. Now change. Student B ask the questions, and Student A answer."

More practice

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**.



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 about and answer whether a task has been completed recently or not by anyone

Vocabulary Key words 2

cut the grass
vacuum the carpet
dust the furniture
clean your room

pick up the toys
weed the garden
clean the bathroom
fold the laundry

Expansion Structure

- **Present perfect with yet and already to ask if anyone has done something**

Has anyone cut the grass yet? Yes, Mateo has already done it. / No, no one has done it yet.

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 list of chores they made on **page 57**. Choose a student and ask him / her to talk about one chore he / she has done this week and one chore that has not been done. **S** "I've already done the dishes. I haven't mopped the floor yet." Repeat with several other students in the class.

Story

A 055 Listen and repeat. 5 min.

- Tell students to turn to **page 58**. Focus students' attention on the comic strip. Ask students two questions about the pictures and elicit answers.
 1. Point to Alex in the blue T-shirt. **T** "Who is he?" (Alex)
 2. Point to Emma in frame 2. **T** "What is she doing?" (She's sweeping.)
- Play **audio track 055**. 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.

5 A 055 Listen and repeat.



B Role-play the story.

C Read the story again. Then answer.

1. Who took out the trash?
☒ a. Alex ☐ b. Brian ☐ c. Emma
2. What is Brian going to do?
☐ a. dust the furniture ☒ b. pick up the toys ☐ c. sweep the floor
3. What does Emma try to do?
☐ a. take out the trash ☐ b. mop the floor ☒ c. dust the furniture

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.

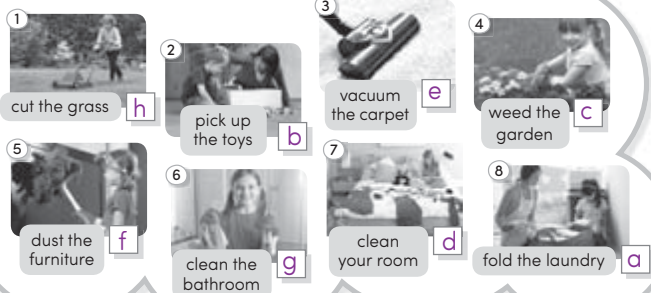
- Direct students' attention to part C.
- Read the questions out loud. Tell students to look at the possible answer choices and check one.
- Review answers as a class.

CDM Show students the correct answers on the screen.

Expand

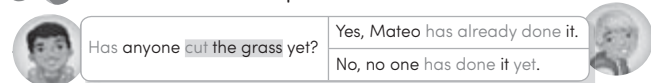
5

A 056 Listen and say.



B 057 Listen and write the letters.

C 058 Listen. Then look at the pictures. Ask and answer.



59

CD 058 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 058**.
- 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.
- Explain that when the answer is "Yes" students can either respond with the name of one of the characters from the book (Daniel, Li, Mateo, Jenny, or Nadir) or with one of their classmates' names.

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

Answers

- Has anyone cut the grass yet?
→ Yes, Mateo has already done it.
- Has anyone vacuumed the carpet yet?
→ Yes, Jenny has already done it.
- Has anyone dusted the furniture yet?
→ No, no one has done it yet.
- Has anyone cleaned the bathroom yet?
→ No, no one has done it yet.
- Has anyone weeded the garden yet?
→ Yes, Li has already done it.
- Has anyone folded the laundry yet?
→ No, no one has done it yet.

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**.

Expand

A CD 056 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 056**. 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 CD 057 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 057**. 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. **T** "What is A?"

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

A 059 Listen and read.

Doing the Laundry – 100 years ago!

A washing board

Imagine you have no electricity or running water. How would you do the laundry? Believe it or not, families washed, dried, and ironed their clothes without these things 100 years ago. But it wasn't easy.

First, people had to wash clothes in a tub with a washing board. They rubbed the clothes along the board.

Q What did people use to wash their clothes?

After washing, people needed to dry the clothes. People hung their clothes to dry on a clothesline. But the clothes were too wet to hang right away, so they used a mangle. A mangle was a strange tool. People put their clothing between two pieces of wood. They turned the handle, and the mangle squeezed the water out of the wet clothing.

Q What did a mangle do?

A mangle

60

- As a class, re-read the whole text again. If students still have difficulty reading along, you can play the audio track again to assist them.
 - Put students into small groups of 3 or 4. Tell the students to discuss the questions together and compare what they have underlined.
 - Go over answers as a class.
- CDM** Show students the correct answers on the screen.

D 060 Listen and answer the girl's questions. 10 min.

- Have students turn to **page 62**. Explain that students will hear a mother and her daughter talking about the topic they have just read.
- Tell students that during the conversation, they will hear three questions from the girl. Students need to listen to the questions carefully and circle the correct answer.
- Play **audio track 060**. There is a short pause after each question, however you may wish to pause the recording for longer to give students enough time to think about the answer.
- Note: The answers are not provided at this stage, and the conversation resumes as if the answer had been given.

E 061 Listen again and check your answers. 10 min.

- Play **audio track 061** for students to listen to the full conversation with answers included.

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.

Draw three faces on the board in three different columns. One face should be smiley, one with a frown, and one looking sad. Start with the smiley face and ask students to suggest household chores that they like to do. Make a list under the smiley face. Do the same with the frowning face by asking students which chores they don't mind doing. Finally, point to the sad face and ask students to list the household chores that they hate doing. Try to get the majority of the class to agree for each chore.

Connect

A 059 Listen and read. 10 min.

- Have students turn to **pages 60 and 61**.
- Point to the picture of the laundry hanging on the line and ask students what it is. Ask students who does the laundry in their house. Explain that students are going to learn about how people used to do laundry 100 years ago.
- Tell students to read along silently as they listen. Play **audio track 059**.
- Play the audio track again. This time, tell students to try to read aloud as they listen.

CDM Show the animated slideshow.

B Read the questions. Underline the answers in the text. 5 min.

- Focus students' attention on part B. Tell students to look at the questions in the red boxes throughout the text.
- Tell students to re-read those passages again silently, and underline the sentence or part of the sentence that gives the answer.

C Read again. Discuss the questions. 10 min.

Then the clothes needed ironing. Since there was no electricity, people could not plug in an iron. Instead, they warmed their irons with hot coals from the stove. They often had three or four irons in their stove at one time.

Q How did people use to heat their irons?



So the next time you have chores to do, remember that you don't have to work as hard as people did 100 years ago.

B Read the questions. Underline the answers in the text.

C Read again. Discuss the questions.

61

D Listen and answer the girl's questions.



- a. a washing machine **b. a tub** c. a stove
- a. in a mangle b. with an iron **c. on a clothesline**
- a. one or two **b. three or four** c. five or six

E Listen again and check your answers.

F Match the chore to the tool. Then describe how the tool was used.

- wash clothes People turned the handle, and the mangle squeezed the water out of the wet clothing.
- dry clothes People warmed their irons with hot coals from the stove.
- iron clothes People rubbed the clothes along the board.

62

- Tell students to listen and check their answers to the questions from part D.
- Go over answers as a class.

Girl: What are you reading, Mom?

Mother: It's an article about how people did laundry in the past.

Girl: How did people use to do laundry?

Mother: First, people had to wash their clothes by hand.

Girl: What did people use to wash clothes in?

Mother: They used to wash clothes in a tub.

Girl: Did they have a machine?

Mother: No, they had to rub the clothes on a washing board.

Girl: How did people dry their clothes?

Mother: They used a mangle first to squeeze out water. Then they hung the clothes.

Girl: Where did people use to hang their wet clothes?

Mother: They used to hang their clothes on a clothesline.

Girl: I see. Some people today still use clotheslines, right?

Mother: Yes, that's right.

Girl: What did people do after drying clothes?

Mother: They had to iron them, but they didn't have electricity.

Girl: So, how could people iron their clothes?

Mother: They used a metal iron. They warmed many irons in the stove at the same time.

Girl: How many irons did people use at the same time?

Mother: They used to use three or four irons at the same time.

Girl: Wow. We only use one iron. I think it was difficult to do the laundry a long time ago.

Summary 5 min.

- The summary activity can be done in class if time permits, or students can complete it for homework so they are ready to talk about it briefly during the next lesson.
- Focus students' attention on part F at the bottom of **page 62**. Tell the students to match the chores to the tools and then briefly describe how each tool was used.
- Encourage students to skim over the text on **pages 60 and 61** if they have difficulty with any of the answers.
- (Optional) Check answers as a class.

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**.

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.

Put students into groups of 3 or 4. Ask them to turn to the completed summary on **page 62**. Without looking back at the text, students should discuss everything they can remember about the article from the previous lesson. Encourage students to take turns mentioning one point at a time.

Writing

A Read the example. Underline all of the chores. Then circle all of the chores that haven't been done yet. 5 min.

- Tell students to turn to **page 63**. Focus students' attention on the example text.
- Tell students to read the example by themselves.
- Next, tell students to re-read the text, underline all of the chores and circle all of the chores that haven't been done yet.
- Go over answers as a class.

CDM Show students the correct answers on the screen.

B Read again and answer the questions. 5 min.

- Put students into small groups of two or three students.
- Tell the groups to read the two questions and discuss the answers together. Encourage students to use full sentences when discussing the answers.
- Go over answers as a class.

Review 10-15 min.

- Have students turn to **page 55**.
- Direct students' attention to the pictures on **page 55**.
T "Look at the pictures." Call out a letter from a-h and ask students to say the word together, based on their answers from lesson 1. **T** "A. What is the word?"

A Read the example. Underline all of the chores. Then circle all of the chores that haven't been done yet.

It's Saturday today. Every Saturday, my family and I do the chores around our house. I always sweep the floor and wash the windows. My brother takes out the trash and waters the plants in the house. My mom does the laundry, and my sister helps her. My sister usually folds the laundry, too. My mom also cleans the bathroom. My dad looks after the garden. He cuts the grass and waters the plants.

I have already swept the floor, but I haven't washed the windows yet. My brother is lazy. He hasn't taken out the trash or watered the plants yet. My mom and my sister have already done the laundry. My mom hasn't cleaned the bathroom though. She is going to do it after lunch. My dad has already cut the grass and watered the plants in the garden. He wants to watch TV in the afternoon.

B Read again and answer the questions.

1. What hasn't the writer done yet?
2. Who has already done the laundry?

C What chores do you and your family do each week? Fill in the chart.

Chores I do	Chores my family does
<u>clean my room</u>	<u>Mom vacuums the carpet.</u>
<u>mop the floor</u>	<u>Dad weeds the garden.</u>
<u>walk the dog</u>	<u>Grandma folds the laundry.</u>
<u>dust the furniture</u>	<u>My brother washes the windows.</u>
<u>pick up the toys</u>	<u>My sister does the dishes.</u>

- 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 questions and answers by reading the sentences in the box. **T** "Student A, you are Li. Make a question. Student B, you are Daniel, respond."
- Have students look at the pictures on **page 55** and continue to ask questions about the key vocabulary.
- 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. **T** "One. Eve, 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. **T** "Student A, make a question for picture number one. Student B, answer."
- Then Student B makes a question for picture 2. **T** "Now Student B make a question for picture number two."
- Students continue alternating until they have talked about all the pictures.

Writing preparation 10-15 min.

- Focus students' attention on the writing preparation section at the bottom of **page 63**.
- Tell students to list all of the activities that they do at home each week. Then have students make a list of the chores that other family members do each week.
- Circulate and monitor the students, providing assistance where necessary.

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

Unit wrap-up 5 min.

- 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.
T "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 talk about doing chores.
2. I can say what has and hasn't been done and who did it.
3. I can ask and answer questions about which chores have been done.

Listening

4. I can understand when someone talks about chores and whether or not they have been done.
5. I can understand when someone asks a question about a chore being done.

Reading

6. I can read and understand short passages about doing chores.

Writing

7. I can write a few sentences telling about who does which chores and when they are done.

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

Every week, I sweep the floor and take out the trash.
My mom vacuums the carpet.
My brother dusts the furniture. He hasn't done it yet.
My father cuts the grass. He has already done it.
My sister waters the plants. She has already done it.

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 on **page 108**.

Unit Objectives

- Places in a town
- Asking for and giving simple directions

Lesson Objectives

Students will be able to:

- recognize and name the first eight key vocabulary items
- describe the location of shops and features of a town

Vocabulary Key words 1

bakery	town square	market	crosswalk
gas station	traffic light	train station	park

Core structure

- **Prepositions of place to describe locations in a town**

The bakery is between the market and the town square.

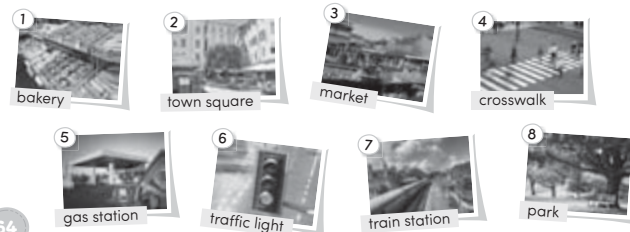
Materials

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

A 062 Look and listen.



B 063 Listen and say.



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. **T** "What's near your school?" Call on students individually to answer. If students have difficulty coming up with ideas, suggest one or two of the stores you know are nearby and ask students to think of more.

A 062 Look and listen. 5 min.

- Focus students' attention on the picture on **page 64**.
- Talk about the picture; explain the situation shown in the picture, pausing after questions to let students offer answers. **T** "Li and Jenny are on a trip with Jenny's mom. They are in a new city. It's their first time to visit. They took the train and have just come out of the station. They are looking at the map now to see where to go. What's the first place you like to visit in a new city?"
- Play **audio track 062**.

Li: I'm so excited to be on this trip.
 Jenny: Me too. It's my first time to visit the city.
 Li: Where do you want to go first?
 Jenny: I want to go to the market. I heard that they sell delicious fruit.
 Li: Great. Where is it?
 Jenny: Let me look at the map. It's near the park.
 Li: I love parks. Can we go there after the market.
 Jenny: Of course. And I want to go to the bakery, too. We can go there for lunch.
 Li: Where is the bakery?
 Jenny: It's opposite the market.
 Li: That's good. Let's go.

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

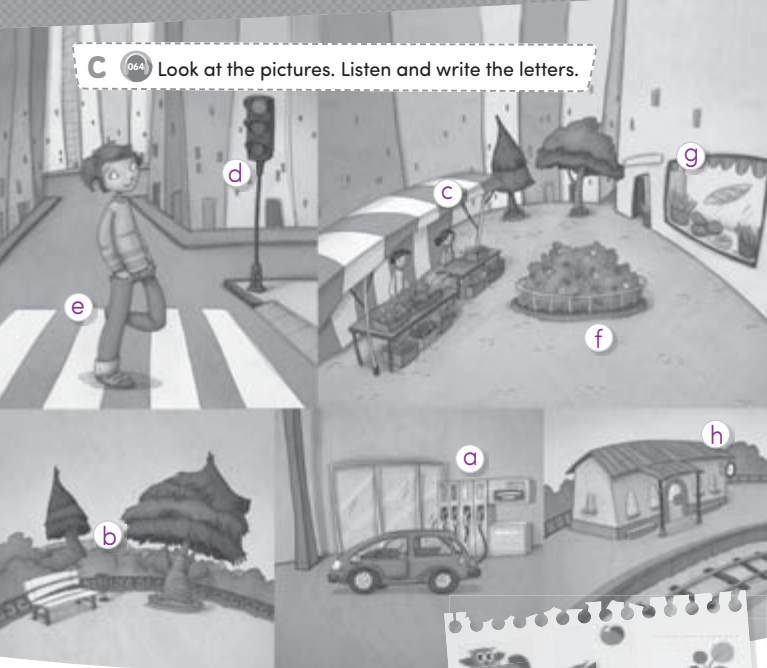
CDM Play the animation. Use the *Caption* and *Script* functions to show students the script.

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

B 063 Listen and say. 5 min.

- Focus students' attention on the vocabulary list at the bottom of **page 64**.
- Tell students to listen and repeat after the audio.
- **T** "Listen to the words. Look at the pictures and say the words."

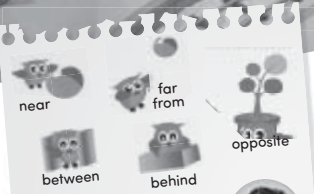
C 064 Look at the pictures. Listen and write the letters.



D 065 Chant. Turn to page 114.

E Look at the pictures. Ask and answer.

Where is the bakery ?	It's between the market and the town square .
Where is the park ?	It's behind / opposite the market .
Where is the train station ?	It's far from / near the town square .



- Play **audio track 063**. Make sure the students are following along and repeating the words.
- (Optional) Play the audio track again to give students an extra chance to practice, especially if students have difficulty with the pronunciation.
- **CDM** Go to the **Introduction** page and play the audio.
- **CDM** Use the **Word Game** function to provide students with further vocabulary practice.

C 064 Look at the pictures. Listen and write the letters. **5-10 min.**

- Play **audio track 064**. Have students listen to the sentences and write the corresponding letters in the circles on the picture. **T** "Listen to the sentences for the key word. Write the letter next to the picture."
- Review answers as a class. Call out a letter, starting with A, and ask one student to say what the key word is. Students don't have to remember the whole sentence, just the key word.
- **CDM** To review key vocabulary, use the **Key Words** and **Flash Cards** functions.
- **CDM** Repeat the activity with drag-and-drop labels.

D 065 Chant. **10 min.**

- Tell students to turn to **page 114** where they will see the lyrics to the chant. **T** "Let's listen to a chant. Turn to page 114."
- Play **audio track 065**, and have students just listen the first time.

- 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.

Where are you?
I'm at the park.
Where is the park?
It's near the train station.
Where is she?
She's at the market.
Where is the market?
It's behind the town square.
Where is he?
He's at the gas station.
Where is the gas station?
It's far from the park.
Where are they?
They're at the bakery.
Where is the bakery?
It's between the crosswalk and the traffic light.

E Look at the pictures. Ask and answer.

5-10 min.

- Tell students to look at the dialog box (part E) on **page 65**.
- Put students in pairs. **T** "Sit with a partner." Have them practice by reading the questions and answers in the box.
- **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 pictures on **page 65** and continue to make questions and answers using the key vocabulary from the main picture. **T** "Look at the pictures. Talk about them with your partner."
- Choose two or three students and have them stand and make questions / answers 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**.



Lesson Objectives

Students will:

- 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 pictures on **page 65**. 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 some of the places that are near to their homes. **T** "What's near your home?" **S** "The bakery is near my home." Repeat with several students in the class.

Reading

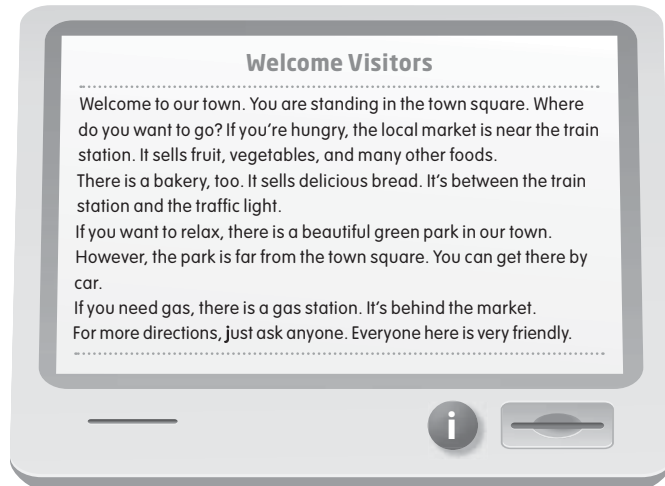
A Read. 5-10 min.

- Tell students to open their Student Book to **page 66**.
- Focus students' attention on the information display in the Reading section. Before reading, ask students what it is (a tourist information display screen).
- Next, read the text to the students and have them listen the first time.
- Tell the students that they are going to read the text again. Call on one student and ask him / her to read the first sentence. Go around the class and have a different student read the next sentence. Continue until you get to the end of the reading.

B Read again and answer. 5-10 min.

- Tell students to re-read the text again on their own silently.
- Next, tell students to read the questions at the bottom of the page and answer.
- Go over answers as a class. Call on a different student to provide the correct answer for each question.

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



B Read again and answer.

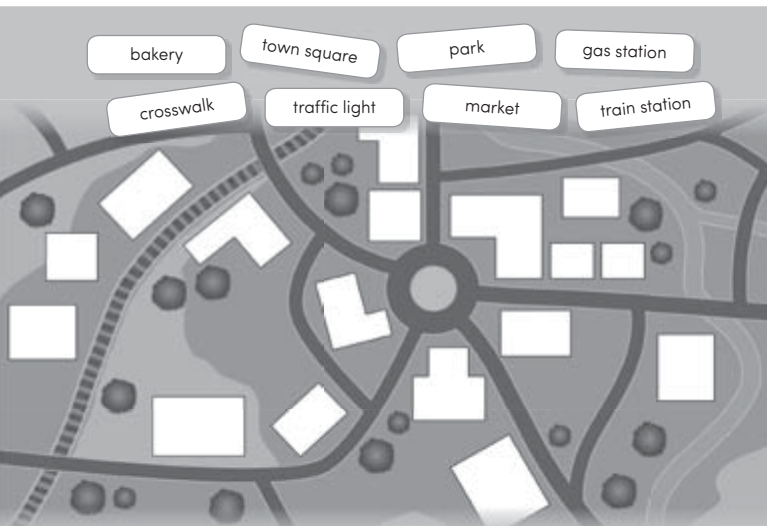
1. Where is the market?
It's near the train station.
2. Where is the bakery?
It's between the train station and the traffic light.
3. Where is the park?
It's far from the town square.
4. Where is the gas station?
It's behind the market.

Speaking

A Speaking preparation 5-10 min.

- Have students look at **page 67**. Ask students what they can see (a map).
- Tell students to add the eight features to the map. Students should use the blank buildings for the stores, but for things like the crosswalk and traffic light, students can add them anywhere over a section of the road.
- Give students 2–3 minutes to complete their map.
- **CDM** Show students the example.
- Circulate and monitor the students, providing assistance where necessary.

A Create your own town. Write the following places or objects on the map.



B Where are the places in your partner's town? Ask and answer. Then write.

Where is the bakery? It's between the train station and the market.

bakery		town square	
park		gas station	
crosswalk		traffic light	
market		train station	

67

B Speaking activity 10 min.

- Focus students' attention on the model dialog. Select two students in the class to read the lines for each of the characters. **T** "Can you read the dialog? You be Nadir, and you be Li."
- 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 where each feature on Student B's map is. **T** "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. **T** "OK. Now change. Student B ask the questions, and Student A answer."

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**.

WB

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 simple directions for how to get to a place on a map

Vocabulary Key words 2

convenience store	coffee shop
shoe store	fire station
go straight	turn left
turn right	corner

Expansion Structure

• Imperatives to give directions

Go straight and turn left.

Materials

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

6 **A** **066** Listen and repeat.

Excuse me. We're on vacation, and we're lost.

Where's the bakery?

Go straight on this road and turn left. It's near the market.

Also ... where's the town square?

One more question: Where's the gas station?

Easy! Go straight and walk across the crosswalk. It's on the right.

It's on the corner of the town square.

Umm ... where's the train station? I'm going on vacation today, too.

Turn around!

B Role-play the story.

C Read the story again. Then answer.

1. What is the family's problem?
☐ a. They're hungry. ☐ b. They're bored. ☒ c. They're lost.
2. Where is the bakery?
☒ a. near the market ☐ b. behind the gas station
☐ c. far from the town square
3. Where does the woman want to go?
☐ a. the bus stop ☐ b. the gas station ☒ c. the train station

68

Warm-up 5 min.

Tell students to look back at the maps they created on **page 67**. Choose a student and ask him / her about one of the locations (choose from: bakery, town square, park, gas station, crosswalk, traffic light, market, train station). **1** "Where is the park?" **2** "It's behind the market."

Story

A **CD** **066** Listen and repeat. 5 min.

- 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 Steven. **1** "Who is he?" (Steven / Dad)
 2. Point to the map. **1** "What is that?" (a map)
- Play **audio track 066**. 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. 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.

Expand

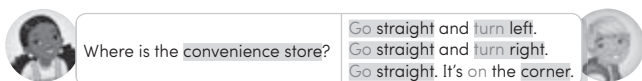
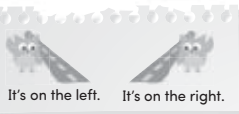
6

A 067 Listen and say.



B 068 Listen and write the letters.

C 069 Listen. Then look at the pictures. Ask and answer.



69

C 069 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 069**.
- 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 maps. 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 map 1. Student B responds.
- Explain that the red dot on each map is the starting point.

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

Answers

1. Where is the convenience store? → Go straight and turn left. Go straight and turn right. Go straight. It's on the corner.
2. Where is the shoe store? → Go straight and turn right. Go straight and turn right. It's on the right.
3. Where is the coffee shop? → Go straight and turn right. Go straight and turn left. It's on the right.
4. Where is the fire station? → Go straight and turn right. Go straight and turn left. Go straight and turn right. It's on the left.

Expand

A 067 Listen and say. 5 min.

- Have students look at the vocabulary on **page 69**.
- Tell students to listen and repeat after the audio.
- Play **audio track 067**. 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 068 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 068**. 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.

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**.

WB

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 "Go straight," "Turn left," "Turn right," and "It's on the ..." on the board. Stand in one corner of the room, and choose an area of the classroom (e.g. the board). Ask students to give you directions on how to get there. **T** "Where is the board?" Students should call out directions. Follow along by moving as they call out directions until you reach the board. Ask a student to come to the front of the class and repeat the activity by getting the rest of the class to give him or her directions to another area of the classroom.

Connect

A CD 070 Listen and read. 10 min.

- Have students turn to **pages 70 and 71**.
- Point to the picture of the boy and explain that his name is Eduardo. Ask students if they can guess where he is from (Spain). Tell students that they are going to learn about Eduardo's city.
- 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.

CDM Show the animated slideshow.

B Read the questions. Underline the answers in the text. 5 min.

- Focus students' attention on part B. Tell students to look at the questions in the red boxes throughout the text.
- Tell students to re-read those passages again silently and underline the sentence or part of the sentence that gives the answer.

THE LIFE OF A EUROPEAN STUDENT

Eduardo is from Madrid. He lives there with his family. Madrid is the capital of Spain. It's between the north and south of the country.

Where does Eduardo live?

Eduardo takes the subway to school. The station is near his house. He goes to a bilingual school where he learns Spanish and English. He gets a lot of homework every day. He has to work hard. His classes use a lot of technology. He uses computers every day. The students all love them.

How does Eduardo go to school?

C Read again. Discuss the questions.

10 min.

- As a class, re-read the whole text again. If students still have difficulty reading along, you can play the audio track again to assist them.
- Put students into small groups of 3 or 4. Tell the students to discuss the questions together and compare what they have underlined.
- Go over answers as a class.

CDM Show students the correct answers on the screen.

D CD 071 Listen and answer the boy's questions. 10 min.

- Have students turn to **page 72**. Explain that students will hear two children talking about the topic they have just read.
- Tell students that during the conversation, they will hear three questions from the boy. Students need to listen to the questions carefully and circle the correct answer.
- Play **audio track 071**. There is a short pause after each question, however you may wish to pause the recording for longer to give students enough time to think about the answer.
- Note: The answers are not provided at this stage, and the conversation resumes as if the answer had been given.

Eduardo's school is opposite a park. It's on the corner, and it's very big and beautiful. There is a big town square between his house and the market. He plays soccer there on the weekends. Soccer is his favorite sport.

Q What is opposite his school?

Connect

6

There is also a bakery, but it's far from the road he lives on. He likes to visit the bakery after school with his brother.

B Read the questions. Underline the answers in the text.

C Read again. Discuss the questions.

71

6

071 Listen and answer the boy's questions.



1. a. Madrid b. Barcelona c. Paris
2. a. on foot b. by bus c. by subway
3. a. goes to a bakery b. plays soccer c. does homework

E 072 Listen again and check your answers.

F Match the two parts to make one sentence. Then say.

- | | |
|------------------------------|--------------------------------------|
| 1. Eduardo lives | a. English and Spanish. |
| 2. The capital city of Spain | b. opposite his school. |
| 3. Eduardo can speak | c. in Spain. |
| 4. There is a park | d. is soccer. |
| 5. The town square is | e. is Madrid. |
| 6. Eduardo's favorite sport | f. between his house and the market. |

72

E 072 Listen again and check your answers.

5 min.

- Play audio track 072 for students to listen to the full conversation with answers included.
- Tell students to listen and check their answers to the questions from part D.
- Go over answers as a class.

Girl: I really want to go to Spain.
 Boy: Why's that?
 Girl: I read an article about a student in Spain.
 Boy: Really? What did it say?
 Girl: The student's name is Eduardo. He lives in the capital city.
 Boy: What is the capital city of Spain?
 Girl: Madrid.
 Boy: Oh really? I've only heard of Barcelona.
 Girl: Madrid is in the middle of the country.
 Boy: What is his school life like?
 Girl: It's similar to the US. He goes to school every morning.
 Boy: How does he get to school?
 Girl: By subway.
 Boy: That's interesting. I have to walk to school every day. What's his classroom like?
 Girl: There are a lot of computers in the classroom.
 Boy: That sounds great. I want to use a computer every day at school.

Boy: And what does he do on weekends?

Girl: He plays soccer.

Boy: Ah, yeah. I heard that people in Spain love sports.
 Now, I really want to go to Spain, too.

F Summary 5 min.

- The summary activity can be done in class if time permits, or students can complete it for homework so they are ready to talk about it briefly during the next lesson.
 - Focus students' attention on part F at the bottom of page 72. Tell the students to match the two sentence halves together.
 - Encourage students to skim over the text on pages 70 and 71 if they have difficulty with any of the answers.
 - (Optional) Check answers as a class.
- 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.



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.

Put students into groups of 3 or 4. Ask them to turn to the completed summary activity on **page 72**. Without looking back at the text, students should discuss everything they can remember about the article from the previous lesson. Encourage students to take turns mentioning one point at a time.

Writing

A Read the example. Circle the places and underline the directions. 5 min.

- Tell students to turn to **page 73**. Focus students' attention on the example text.
- Tell students to read the example by themselves.
- Next, tell students to circle the places and underline the directions.
- Go over answers as a class.

CDM Show students the correct answers on the screen.

B Read again and answer the questions. 5 min.

- Put students into small groups of two or three students.
- Tell the groups to read the two questions and discuss the answers together. Encourage students to use full sentences when discussing the answers.
- Go over answers as a class.

A Read the example. Circle the places and underline the directions.

I love my town. It's small, but it's great. There are lots of things to do and places to go. There is a bakery near my house. I go out of my house and go straight. Then I turn left, and it's on the corner. There is also a nice park in my town. It is behind my school.
I like taking the train, but it's far from my house. I have to walk for twenty minutes to get there. The train station is between the town square and the market. From the town square, you go straight, then turn right. It's on the left, opposite the crosswalk.

B Read again and answer the questions.

1. Where is the park?
2. How do you get to the train station from the town square?

C Think about your town. Choose five of the places. Then fill in the chart.

<input type="checkbox"/> bakery	<input type="checkbox"/> park	<input type="checkbox"/> coffee shop	<input type="checkbox"/> market
<input type="checkbox"/> train station	<input type="checkbox"/> shoe store	<input type="checkbox"/> gas station	<input type="checkbox"/> town square


Place	Where is it?	How do you get there?
<u>bakery</u>	<u>near my house</u>	<u>Go straight. Turn left. It's on the corner.</u>
<u>park</u>	<u>opposite my school</u>	<u>Turn right. Walk for ten minutes.</u>
<u>coffee shop</u>	<u>across the crosswalk</u>	<u>Go straight. Cross the crosswalk.</u>
<u>market</u>	<u>near my school</u>	<u>Turn left. Go straight.</u>
<u>train station</u>	<u>far from my house</u>	<u>Turn right. Go straight. It's on the left.</u>
<u>shoe store</u>	<u>by the town square</u>	<u>Go straight. It's on the right.</u>

Review 10-15 min.


- Have students turn to **page 65**.
- Direct students' attention to the pictures on **page 65**.
T "Look at the pictures." Call out a letter from a-h and ask students to say the word together, based on their answers from lesson 1. **T** "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 questions and answers by reading the sentences in the box. **T** "Student A, you are Nadir. Make a question. Student B, you are Li, respond."
- Have students look at the pictures on **page 65** and continue to ask questions about the key vocabulary.
- 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. **T** "One. Eve, 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 map 1. **T** "Student A, make a question for map number one. Student B, answer."
- Then Student B makes a question for map 2. **T** "Now Student B make a question for map number two."
- Students continue alternating until they have talked about all the maps.

Writing preparation 10-15 min.

- Focus students' attention on the writing preparation section at the bottom of **page 73**.
- Tell students to select five of the places listed and write them in the first column.
- Next, students should think about where each place is and how to get there from their house. Have students complete the rest of the chart with basic notes.
- Explain that students don't need to write full sentences and that words or phrases are enough at this stage.
- Circulate and monitor the students, providing assistance where necessary.

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

Unit wrap-up 5 min.

- 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.
 "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 talk about where places are located.
2. I can say how to get to places in a town.
3. I can ask and answer questions about directions.

Listening

4. I can understand when someone talks about the location of a place.
5. I can understand when someone asks a question about how to get somewhere.

Reading

6. I can read and understand short passages about location and directions.

Writing

7. I can write a few sentences telling about where places are in a town and how to get there.

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

The bakery is next to the gas station.
Go straight and turn right. It's on the left.
The park is behind the shoe store.
Turn left and go straight. Turn right and go straight. It's on the right.

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**.

A Find the missing words. Circle them.

10 min.

- Tell students to open their Student Book to **page 74**.
- Have students look at the written clues at the top of the page.
- Read the first clue and elicit the answer from students (confident). Have students try to find the word in the puzzle and circle it.
- Tell students to read the rest of the clues, find the words in the puzzle and circle them.
- Encourage students to look back over units 4-6 to help with finding the answers.

B 073 Listen. Then circle. 10 min.

- Tell students they will listen to two children speaking. The first time, students should just listen.
- Play **audio track 073**.

Girl: Can you help me do the chores? You can wash the dishes.

Boy: No, I can't. I'm meeting my friend at the train station.

Girl: You are always very annoying. And selfish.

Boy: Hey, I've already made my bed and mopped the floor.

Girl: Have you fed the dog yet?

Boy: No, I haven't. I can do that now. Why are you so nervous today?

Girl: I have too many things to do. Will you go to the bakery for me?

Boy: Are you making a cake?

Girl: No, I want to buy Mom a cake and clean the house for her. It's her birthday.

Boy: Oh, I forgot. Hey, don't be impatient, you're usually easygoing.

Girl: Sorry. Has your little brother picked up his toys yet?

Boy: No, he hasn't done it yet. I'll go and help him. Then I'll go to the bakery.

Girl: Great! Do you know where the bakery is?

Boy: No, I don't.

Girl: The bakery is near the train station.

Boy: Near the train station! I can meet Tony, too.

Girl: Yes, it's behind the station. You can meet Tony first.

Boy: How do I get there?

Girl: Go to the station, turn left then go straight. It's the next street.

Boy: OK, I'll get a chocolate cake. Tony can have some cake, too.

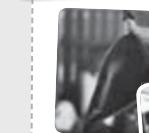
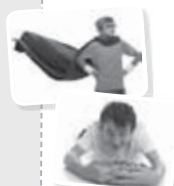
Girl: I like Tony. He's always hardworking and not silly like your other friends.

Boy: Yes, I like him a lot, too. Hey, has anyone told our father it's her birthday?

Girl: No! Another thing to do.

A Find the missing words. Circle them.

- Some people get nervous easily. They are not very _____.
- We have different chores to do at home. I have to sweep the floor and take out the _____.
- A place where you can buy bread is called a _____.
- My brother doesn't want to _____ the furniture. He says he would rather mop the floor.
- I helped my mother fold the _____ this afternoon. Then I put all the clean clothes away.
- My sister never thinks about other people. She's very _____.
- When you cross the street, you should use the _____. This is the black and white stripes painted on the ground.
- The road was closed, so we had to _____ at the traffic light.
- Some people never get angry. They always stay calm. That's because they are _____.



74

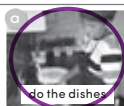
- Next, read the four questions on **page 75**. Then point to the two answer choices for each question (a and b), and ask students to say what they can see.
- Make sure each student has something to write with. Tell the students they are going to listen to the two children talking again. This time, students should circle the correct answer choice.
- Play **track 073** 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 073** one more time to give students a chance to listen for any answers they may have missed the first time.

C Read and circle the mistake. Then write the correct word.

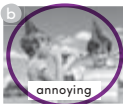
- Focus students' attention on part C on **page 75**.
- Read each sentence or question out loud. Tell students that there is a mistake in each one.
- Ask students to identify the mistake in item 1 (She always) and to circle it. Then have students write the correct word on the blank space (She's always).
- Now tell students to read each sentence / question by themselves, circle the mistake, and write the correct word on the blank space.
- Monitor and provide assistance if necessary.
- Give students 2-3 minutes to complete the activity.

B Listen. Then circle.

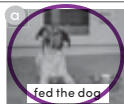
1. What does the girl want the boy to do to help her?



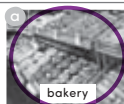
2. What does the girl think about the boy?



3. What hasn't the boy done yet?



4. Where does the girl want the boy to go?



C Read and circle the mistake. Then write the correct word.

- She always hardworking.
- Has she clean the bathroom yet?
- The bakery are behind the market.
- I like he because he is adventurous.
- Have anyone cut the grass yet?
- Turn right and goes straight.

She's

cleaned

is

him

Has

go

75

D Read the story. Choose the correct words from the box. Write them next to numbers 1-5. There is one example.



I have lots of friends, but my best friend is my dog. His name is Tommy. I like him because he's always brave and never unfriendly. I took Tommy to visit my aunt yesterday so she could meet him. My aunt is usually ¹ nervous when she sees dogs because she is frightened of animals. But Tommy is a young puppy. He is often ² silly, so he made her laugh a lot. She gave me some food to ³ feed him, and then I helped her in the garden. We ⁴ watered the plants and weeded the garden for about three hours. In the afternoon, we took Tommy for a walk in the ⁵ park. Then my aunt came home with us for supper. She says she thinks Tommy is great, and now she doesn't feel nervous when she sees animals.

brave train station honest watered wash
silly windows park feed nervous

Choose the best title for the story. Check.

- ☐ a. Tommy Goes to the Town Square
☒ b. Tommy Visits My Aunt
☐ c. Tommy, the Unfriendly Dog

76

- Go over answers as a class. Starting with sentence 2, choose a student and ask him / her to read out the corrected sentence for each item. Make sure all students have circled the mistake.

D Read the story. Choose the correct words from the box. Write them next to numbers 1-5. There is one example.

- Have students look at **page 76** and focus students' attention on the picture. Ask students what they can see (a girl and her dog).
- Next, tell students to read through the text from start to finish. Tell students not to write anything at first.
- Have students read through the text again and fill in the blank spaces using words from the box at the bottom of the page.
- Review answers as a class.
- Finally, ask students to look at the possible titles at the bottom of the page and check the best one.

Unit Objectives

- Free-time activities
- Talking about weekly routines

Lesson Objectives

Students will be able to:

- recognize and name the first eight key vocabulary items
- talk about routine activities done on a regular basis

Vocabulary **Key words 1**

- | | |
|---------------------|---------------------|
| go ice skating | play volleyball |
| take guitar lessons | see friends |
| chat online | go to a comic store |
| go diving | do martial arts |

Core Structure

- **What do + simple present** to ask about regular activities

What do you do every Monday? I take guitar lessons.

Materials

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

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.
- **CDM** Go to the **Aims** page and play the audio.
- Ask students the focus question. **T** "What do you like doing in your free time?" Call on students individually to answer. If students have difficulty coming up with ideas, ask them to think about what they did on the weekend.

A **CD** 074 Look and listen. 5 min.

- Focus students' attention on the picture on **page 78**.
- Talk about the picture; explain the situation shown in the picture, pausing after questions to let students offer answers. **T** "Nadir and Mateo are visiting Daniel's home. It's Saturday. Daniel is in his bedroom. He is chatting to a friend online. Mateo and Nadir want to go out with Daniel. What do you like to do on Saturdays?"
- Play **audio track 074**.

Q What do you like doing in your free time?

A 074 Look and listen.**B** 075 Listen and say.

Mateo: Hi, Daniel. What are you doing?

Daniel: I'm chatting online with my friend in Canada. We chat online every Saturday.

Mateo: We are going to a comic store. Do you want to come with us?

Daniel: Sure, that sounds like fun. Where are Jenny and Li?

Mateo: They are at the sports center. They play volleyball every Saturday morning.

Daniel: I see. Are you ready to go now?

Mateo: Yes, let's go.

Daniel: OK. I will just say bye to my friend.

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

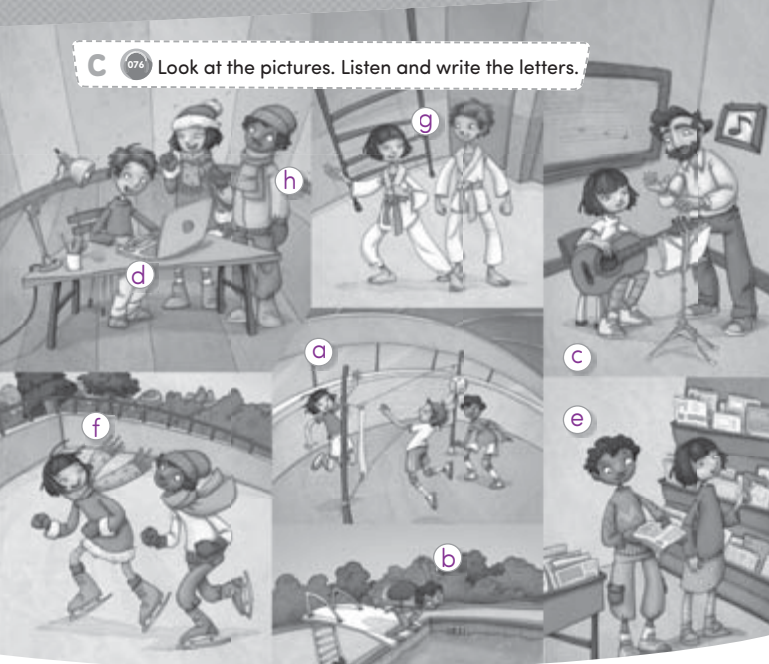
CDM Play the animation. Use the *Caption* and *Script* functions to show students the script.

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

B **CD** 075 Listen and say. 5 min.

- Focus students' attention on the vocabulary list at the bottom of **page 78**.
- Tell students to listen and repeat after the audio.
- **T** "Listen to the words. Look at the pictures and say the words."

C 076 Look at the pictures. Listen and write the letters.



D 077 Chant. Turn to page 115.

E Look at the pictures. Ask and answer.

What do you do every Monday?	I <u>take</u> guitar lessons.
What does he / she do every Wednesday?	He / She <u>goes</u> diving.
What do they do every Saturday?	They <u>do</u> martial arts.

79

- Play **audio track 075**. Make sure the students are following along and repeating the words.
- (Optional) Play the audio track again to give students an extra chance to practice, especially if students have difficulty with the pronunciation.

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

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

C 076 Look at the pictures. Listen and write the letters. **5-10 min.**

- Play **audio track 076**. Have students listen to the sentences and write the corresponding letters in the circles on the picture. **T** "Listen to the sentences for the key word. Write the letter next to the picture."
- Review answers as a class. Call out a letter, starting with A, and ask one student to say what the key word is. Students don't have to remember the whole sentence, just the key word.

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

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

D 077 Chant. **10 min.**

- Tell students to turn to **page 115** where they will see the lyrics to the chant. **T** "Let's listen to a chant. Turn to page 115."
- Play **audio track 077**, and have students just listen the first time.

- 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.

What do you do every Monday?

I play volleyball.

Where do you play?

I play on the beach.

What do you do every Tuesday?

I take guitar lessons.

Where do you take them?

I take them at a music school.

What do you do every Wednesday?

I go to a comic store.

Who do you go with?

I go with my brother.

What do you do every Thursday?

I do martial arts.

Where do you do them?

I do them near my house.

What do you do every Friday?

I go ice skating.

Where do you go ice skating?

I go ice skating on a lake.

What do you do on weekends?

I chat online.

Who do you chat with?

I chat with my friends.

E Look at the pictures. Ask and answer.

5-10 min.

- Tell students to look at the dialog box (part E) on **page 79**.
- Put students in pairs. **T** "Sit with a partner." Have them practice by reading the questions and answers in the box.

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 pictures on **page 79** and continue to make questions and answers using the key vocabulary from the main picture. **T** "Look at the pictures. Talk about them with your partner."
- Choose two or three students and have them stand and make questions / answers for the class.

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**.



Lesson Objectives

Students will:

- 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 pictures on **page 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 the things that they like to do in their free time. Choose a student and ask him / her a question. **T** "What do you do every Saturday?" **S** "I play volleyball."

Reading

A Read. 5-10 min.

- Tell students to open their Student Book to **page 80**.
- Focus students' attention on the emails in the Reading section. Before reading, ask students what they are.
- Next, read the text to the students and have them listen the first time.
- Tell the students that they are going to read the text again. Call on one student and ask him / her to read the first sentence. Go around the class and have a different student read the next sentence. Continue until you get to the end of the reading.

B Read again and answer. 5-10 min.

- Tell students to re-read the text again on their own silently.
 - Next, tell students to read the questions at the bottom of the page and answer.
 - Go over answers as a class. Call on a different student to provide the correct answer for each question.
- CDM** Show the text and the correct answers to complete the sentences.

A Read.

Hi, Tom,

What do you do after school? When I finish school, I go to the park near my house and see my friends. We usually stay for an hour every day. We talk about our guitar lessons (we go on Fridays), and what we're going to do over the weekend. I don't stay for more than an hour because I play volleyball every Monday and Wednesday. On Tuesdays, I have extra guitar lessons. Every night, I chat online for an hour with my friends.

Please write soon and tell me what you do in your free time.

Jasmine

Hi, Jasmine,

It's great to hear from you. After I finish school, I do martial arts. It's fun, and I like to exercise. I do martial arts every day with my brother. I also take guitar lessons, but my lessons are on Wednesdays. On Saturdays, I go diving at the swimming pool near my house. But I am not very good at it.

I usually chat online with my friends on Sundays. I don't do much on Sunday. I like to relax.

Keep writing!

Tom

B Read again and answer.

1. What do Tom and Jasmine talk about?

- ☐ a. their weekend plans
- ☒ b. things they do in their free time
- ☐ c. their favorite sport

2. When does Jasmine play volleyball?

every Monday and Wednesday

3. Which two activities do both of them do?

guitar lessons and chat online

4. When does Tom take guitar lessons?

Wednesdays

80

Speaking

A Speaking preparation 5-10 min.

- Have students look at **page 81**. Ask students what they can see (a weekly planner).
 - Tell students to think about a typical week. Ask students to write down one activity that they usually do each week on each of the days.
 - Make sure students are thinking about free-time activities and not things that they do at school.
 - Give students 2–3 minutes to fill in the planner.
- CDM** Show students the example.
- Circulate and monitor the students, providing assistance where necessary.

A Think of a free-time activity for each day. Fill in the chart.

WEEKLY PLANNER	
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

B What free-time activity does your partner do each day? Ask and answer. Then write.

What do you do every Monday?
I play volleyball.

<div style="background-color: #f0f0f0; padding: 2px; margin-bottom: 2px;">Monday</div> <div style="border: 1px solid gray; height: 20px; margin-bottom: 2px;"></div>	<div style="background-color: #f0f0f0; padding: 2px; margin-bottom: 2px;">Tuesday</div> <div style="border: 1px solid gray; height: 20px; margin-bottom: 2px;"></div>
<div style="background-color: #f0f0f0; padding: 2px; margin-bottom: 2px;">Wednesday</div> <div style="border: 1px solid gray; height: 20px; margin-bottom: 2px;"></div>	<div style="background-color: #f0f0f0; padding: 2px; margin-bottom: 2px;">Thursday</div> <div style="border: 1px solid gray; height: 20px; margin-bottom: 2px;"></div>
<div style="background-color: #f0f0f0; padding: 2px; margin-bottom: 2px;">Friday</div> <div style="border: 1px solid gray; height: 20px; margin-bottom: 2px;"></div>	<div style="background-color: #f0f0f0; padding: 2px; margin-bottom: 2px;">Saturday</div> <div style="border: 1px solid gray; height: 20px; margin-bottom: 2px;"></div>
<div style="background-color: #f0f0f0; padding: 2px; margin-bottom: 2px;">Sunday</div> <div style="border: 1px solid gray; height: 20px; margin-bottom: 2px;"></div>	

81

B Speaking activity 10 min.

- Focus students' attention on the model dialog. Select two students in the class to read the lines for each of the characters. **T** "Can you read the dialog? You be Nadir, and you be Li."
- 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 what activity Student B does each day. **T** "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. **T** "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**.

WB

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 about and answer how long a particular activity usually lasts

Vocabulary Key words 2

play basketball	go cycling
watch quiz shows	go to the playground
surf the Net	go to the drama club
work on the garden	go for a walk

Expansion Structure

• How long + for to ask how long an activity lasts

How long do you go to the drama club for? I go for two hours.

Materials

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

7 Listen and repeat.

Let's ask that boy some questions, Eric.

I don't want to ask questions. I can write people's answers.

Do you go cycling every day?

Yes. I really like cycling, but there are too many people here. I'm going to the park.

How long do you go cycling for?

Uhh ... I go for one hour. Sometimes more.

I'm bored. Can I ask the questions now?

Where are all the people?

Now I can't ask any questions.

B Role-play the story.

C Read the story again. Then answer.

- What would Eric rather do?
 - ☐ a. go to the park
 - ☐ b. ride a bike
 - ☒ c. write answers
- How often does the boy go cycling?
 - ☒ a. every day
 - ☐ b. every week
 - ☐ c. every month
- How long does the boy go cycling for?
 - ☐ a. thirty minutes
 - ☒ b. an hour
 - ☐ c. one day

82

Warm-up 5 min.

Tell students to look back at the planner they completed on **page 81**. Choose a student and ask him / her a question about one of the days to find out what he / she does. **T** "What do you do every Friday?" **S** "I play soccer." Repeat with several other students in the class.

Story

A **CD** 078 Listen and repeat. 5 min.

- Tell students to turn to **page 82**. Focus students' attention on the comic strip. Ask students two questions about the pictures and elicit answers.
 - Point to Emma. **T** "Who is she?" (Emma)
 - Point to the boy on the bike in frame 2. **T** "What is he doing?" (riding a bike)
 - Play **audio track 078**. 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 three. 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.

Expand

7

A 079 Listen and say.

1 play basketball a

2 go cycling c

3 watch quiz shows f

4 go to the playground d

5 surf the Net g

6 go to the drama club b

7 work on the garden h

8 go for a walk e

B 080 Listen and write the letters.

C 081 Listen. Then look at the pictures. Ask and answer.

How long do you go to the drama club for? I do it for two hours.

1 START 5:00 FINISH 7:00

2 START 3:30 FINISH 4:00

3 START 11:00 FINISH 12:00

4 START 10:00 FINISH 10:15

5 START 6:00 FINISH 6:45

6 START 9:30 FINISH 11:30

83

081 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 081**.
- 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.

Answers

- How long do you go to the drama club for?
→ I do it for two hours.
- How long do you watch quiz shows for?
→ I do it for thirty minutes.
- How long do you go for a walk for?
→ I do it for one hour.
- How long do you surf the Net for?
→ I do it for fifteen minutes.
- How long do you go to the playground for?
→ I do it for forty-five minutes.
- How long do you play basketball for?
→ I do it for two hours.

Expand

A 079 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 079**. 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 080 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 080**. 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.

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**.



A 082 Listen and read.

What do you like to do during your free time in the summer? Let's look at what people in Russia like to do during their free time in summer.

SUMMER
IN RUSSIA

Many Russian families own a dacha. A typical dacha is a small wooden house that is in the countryside. During the week, people live and work in the city. Then on weekends, they travel to their dacha in the country and stay there for two days. A dacha is like a summer house. Most people travel for one to two hours to get to their dacha.

Where are most people's dachas?

Most dachas do not have heating, so it is too cold to stay there during the winter. Many dachas also do not have a telephone or even electricity. Russian people think this helps them to relax away from the city.



84

Warm-up 5 min.

Write "Winter," "Spring," "Summer," and "Fall" in columns on the board. Start with winter and ask students:

T "What do you do every winter?" Elicit three or four ideas from students and write them under the heading. Repeat for the other three seasons.

Connect

A CD 082 Listen and read. 10 min.

- Have students turn to **pages 84 and 85**.
- Point to the picture of the hands planting and ask students what he is doing (working on the garden). Ask students if they can guess where these pictures are from (Russia). Tell students they are going to learn about what some Russian people do during their free time in the summer.
- 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.

CDM Show the animated slideshow.

B Read the questions. Underline the answers in the text. 5 min.

- Focus students' attention on part B. Tell students to look at the questions in the red boxes throughout the text.
- Tell students to re-read those passages again silently and underline the sentence or part of the sentence that gives the answer.

C Read again. Discuss the questions.

10 min.

- As a class, re-read the whole text again. If students still have difficulty reading along, you can play the audio track again to assist them.

- Put students into small groups of 3 or 4. Tell the students to discuss the questions together and compare what they have underlined.
- Go over answers as a class.

CDM Show students the correct answers on the screen.

D CD 083 Listen and answer the boy's questions. 10 min.

- Have students turn to **page 86**. Explain that students will hear two children talking about the topic they have just read.
- Tell students that during the conversation, they will hear three questions from the boy. Students need to listen to the questions carefully and circle the correct answer.
- Play **audio track 083**. There is a short pause after each question, however you may wish to pause the recording for longer to give students enough time to think about the answer.
- Note: The answers are not provided at this stage, and the conversation resumes as if the answer had been given.

E CD 084 Listen again and check your answers.

5 min.

- Play **audio track 084** for students to listen to the full conversation with answers included.
- Tell students to listen and check their answers to the questions from part D.
- Go over answers as a class.

While at their dacha, people like to work in the garden and grow fruit and vegetables. They usually take the fruit and vegetables back to their homes in the city. People also like to relax on the weekends by going for walks or eating with friends.

Q What do people do with the food they grow?

When Russians stay at their dacha, they like to eat shashlik. Shashlik is a dish of meat, usually beef or lamb, on a stick. Shashlik is cooked over a fire.

Q What do people like to eat when they are at their dacha?

B Read the questions. Underline the answers in the text.

C Read again. Discuss the questions.

85

Listen and answer the boy's questions.



1. ☒ a. a type of house b. a type of food c. a free-time activity
2. a. They're too busy. ☒ b. It's too cold. c. It's too far to travel.
3. a. talk on the phone b. go to the market ☒ c. grow food in the garden

E Listen again and check your answers.

F Answer the questions with information from the reading.

What are dachas?	a type of house
Where are dachas found?	Russia
When do people go to a dacha?	on weekends in the summer
What do people do when they are at their dacha?	work in the garden, relax by going for walks, or eating with friends

86

Boy: Hi, Alison. How's it going?

Girl: Not bad.

Boy: What's that you're reading?

Girl: Just an article. I have to read it for school. It's pretty interesting, though.

Boy: Yeah? What's it about?

Girl: It's about what Russian people like to do in the summer. It says they visit a dacha.

Boy: What is a dacha?

Girl: It's a type of house.

Boy: Ah, I see. So, they only go there in the summer?

Girl: Right. Most Russian people go to their dacha on weekends in the summer.

Boy: How about in the winter?

Girl: No, most Russian people don't go to their dacha in the winter.

Boy: Why don't people visit dachas during the winter?

Girl: It's too cold.

Boy: Well, that makes sense. So, it's just for the summer ... but what do people do there?

Girl: You know, they just spend time with their family and relax.

Boy: What type of activities do people do at their dacha?

Girl: They grow food in the garden.

Boy: Sounds pretty interesting. Could I read it when you're done?

Girl: Yeah, sure.

Summary 5 min.

- The summary activity can be done in class if time permits, or students can complete it for homework so they are ready to talk about it briefly during the next lesson.
- Focus students' attention on part F at the bottom of **page 86**. Tell the students to answer the questions with information from the reading.
- Encourage students to skim over the text on **pages 84 and 85** if they have difficulty with any of the answers.
- (Optional) Check answers as a class.
- 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**.

WB

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.

Put students into groups of 3 or 4. Ask them to turn to the completed summary chart on **page 86**. Without looking back at the text, students should discuss everything they can remember about the article from the previous lesson. Encourage students to take turns mentioning one point at a time.

Writing

A Read the example. Underline all of the activities. 5 min.

- Tell students to turn to **page 87**. Focus students' attention on the example text.
- Tell students to read the example by themselves.
- Next, tell students to re-read the text and underline all of the activities.
- Go over answers as a class.

CDM Show students the correct answers on the screen.

B Read again and answer the questions. 5 min.

- Put students into small groups of two or three students.
- Tell the groups to read the two questions and discuss the answers together. Encourage students to use full sentences when discussing the answers.
- Go over answers as a class.

Review 10-15 min.

- Have students turn to **page 79**.
- Direct students' attention to the pictures on **page 79**.
T "Look at the pictures." Call out a letter from a-h and ask students to say the word together, based on their answers from lesson 1. **T** "A. What is the word?"

A Read the example. Underline all of the activities.

I love the weekends. Saturday is my favorite day of the week. Every Saturday, I play basketball. I usually play for about two or three hours. I play with my friends from school. Sometimes we play in the park, but other times we play at our school. Basketball is my favorite sport.

On Sundays, I like to relax. I go for a walk along the beach with my family. We usually walk for around thirty minutes. In the evening, I stay at home and do my homework. I have a lot of homework, so I usually do it for two hours. After I finish, I chat online with friends. I like chatting with friends in other countries.

B Read again and answer the questions.

1. What does the writer do every Saturday?
2. How long does the writer do homework for on Sundays?

C Answer the questions about yourself.

1. What do you do every Saturday?	<u>play basketball</u>
2. How long do you do it for?	<u>two or three hours</u>
3. Where do you do it?	<u>at the park</u>
4. Who do you do it with?	<u>friends from school</u>
5. What do you do every Sunday?	<u>go for a walk</u>
6. How long do you do it for?	<u>around fifty minutes</u>
7. Where do you do it?	<u>along the beach</u>
8. Who do you do it with?	<u>my family</u>

- Repeat by calling on individual students, saying a letter, and asking students to say the word.
- Direct students to part E on **page 79**.
- Put students in pairs and have them practice making questions and answers by reading the sentences in the box. **T** "Student A, you are Daniel. Make a question. Student B, you are Mateo, respond."
- Have students look at the pictures on **page 79** and continue to ask questions about the key vocabulary.
- 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. **T** "One. Eve, 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. **T** "Student A, make a question for picture number one. Student B, answer."
- Then Student B makes a question for picture 2. **T** "Now Student B make a question for picture number two."
- Students continue alternating until they have talked about all the pictures.

Writing preparation 10-15 min.

- Focus students' attention on the writing preparation section at the bottom of **page 87**.
- Tell students to read the questions and answer about themselves.
- Explain that students don't need to write full sentences and that words or phrases are enough at this stage.
- Circulate and monitor the students, providing assistance where necessary.

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

Unit wrap-up 5 min.

- To wrap up the unit, ask students to turn to **page 92** 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.
T "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 talk about free-time activities.
2. I can say which activities I do each day.
3. I can ask and answer questions about how long people do activities.

Listening

4. I can understand when someone talks about activities.
5. I can understand when someone asks a question about doing activities.

Reading

6. I can read and understand short passages about activities and when they happen and for how long.

Writing

7. I can write a few sentences telling about when I do activities and how long I do them for.

Writing

Assign **page 91** of the **Workbook** for students to complete the writing activity. This can be completed as homework or in class.

Portfolio writing sample answer

Every Saturday, I go cycling.
I usually go cycling for two hours.
I go cycling in the park near my house.
I go cycling with my brother and sister.

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**.



Unit Objectives

- Activities and chores
- Discussing future plans

Lesson Objectives

Students will be able to:

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

Vocabulary Key words 1

golf	walk the dog
have a sleepover	do housework
blog	go to gymnastics
help out a friend	check my homework

Core Structure

• Present progressive with future meaning

What are you doing tomorrow? I'm walking the dog.

Materials

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

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. **T** "What are you doing this weekend?" Call on students individually to answer. If students have difficulty coming up with ideas, ask them to think back to the previous unit which focussed on free-time activities.

A CD 085 Look and listen. 5 min.

- Focus students' attention on the picture on **page 88**.
- Talk about the picture; explain the situation shown in the picture, pausing after questions to let students offer answers. **T** "Li, Daniel, and Jenny are golfing today. Daniel is really good at golfing. Li and Jenny are talking about their plans for next weekend. Do you usually make plans with friends on the weekends?"
- Play **audio track 085**.

unit 8 Future Plans

Q What are you doing this weekend?

A 085 Look and listen.



B 086 Listen and say.



Li: Daniel is really good at golfing.
 Jenny: Yes, he is. He can hit the ball really far.
 Li: What are you doing tomorrow? Do you want to golf again?
 Jenny: I can't tomorrow. I'm going to gymnastics.
 Li: Where do you do gymnastics?
 Jenny: There's a gym near my house. What about next weekend? Do you have plans?
 Li: Yes, I'm having a sleepover at my house. Do you want to come?
 Jenny: Wow! A sleepover, that sounds like so much fun.

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

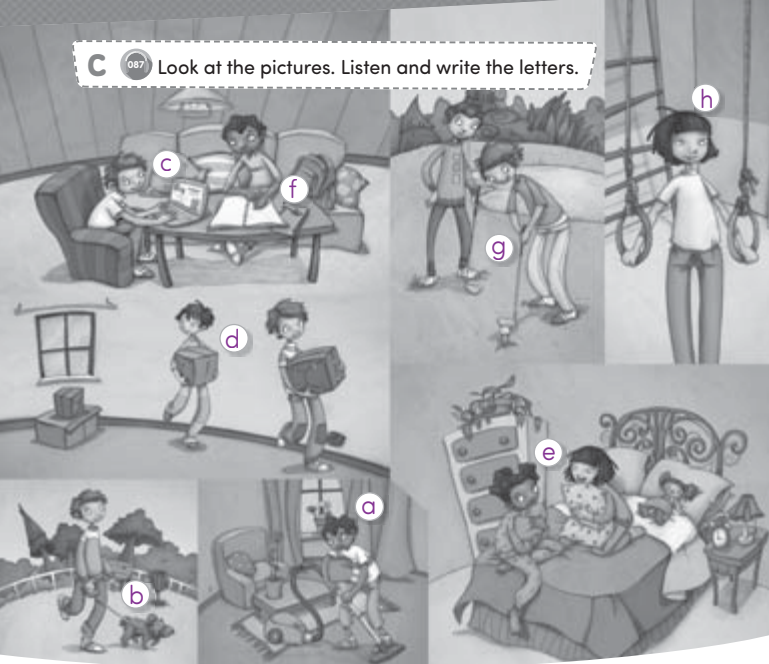
CDM Play the animation. Use the *Caption* and *Script* functions to show students the script.

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

B CD 086 Listen and say. 5 min.

- Focus students' attention on the vocabulary list at the bottom of **page 88**.
- Tell students to listen and repeat after the audio.
T "Listen to the words. Look at the pictures and say the words."
- Play **audio track 086**. Make sure the students are following along and repeating the words.

C 087 Look at the pictures. Listen and write the letters.



D 088 Chant. Turn to page 115.

E Look at the pictures. Ask and answer.

What are you doing tomorrow?	I'm walking the dog.
What is he / she doing on Monday?	He / She is golfing.

89

- (Optional) Play the audio track again to give students an extra chance to practice, especially if students have difficulty with the pronunciation.

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

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

C 087 Look at the pictures. Listen and write the letters. **5-10 min.**

- Play **audio track 087**. Have students listen to the sentences and write the corresponding letters in the circles on the picture. **T** "Listen to the sentences for the key word. Write the letter next to the picture."
- Review answers as a class. Call out a letter, starting with A, and ask one student to say what the key word is. Students don't have to remember the whole sentence, just the key word.

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

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

D 088 Chant. **10 min.**

- Tell students to turn to **page 115** where they will see the lyrics to the chant. **T** "Let's listen to a chant. Turn to page 115."
- Play **audio track 088**, and have students just listen the first time.
- 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.

What are you doing this afternoon?

I'm blogging.

Are you blogging at home?

Yes, I am.

What are you doing tonight?

I'm checking my homework.

Are you checking your homework at the library?

No, I'm not.

What are you doing tomorrow?

I'm walking the dog.

Are you walking the dog at the park?

Yes, I am.

What are you doing on the weekend?

I'm going to gymnastics.

Are you going to gymnastics with a friend?

No, I'm not.

What are you doing next week?

I'm having a sleepover.

Are you having a sleepover at home?

Yes, I am.

What are you doing next month?

I'm helping out a friend.

Are you helping out a friend at school?

No, I'm not.

E Look at the pictures. Ask and answer.

5-10 min.

- Tell students to look at the dialog box (part E) on **page 89**.
- Put students in pairs. **T** "Sit with a partner." Have them practice by reading the questions and answers in the box.
 - 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 pictures on **page 89** and continue to make questions and answers using the key vocabulary from the main picture. **T** "Look at the pictures. Talk about them with your partner."
- Choose two or three students and have them stand and make questions / answers for the class.

More practice

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**.



Lesson Objectives

Students will:

- 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 pictures on **page 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, choose a day and ask one student about his / her plans on that day. **T** "What are you doing on Saturday?" **S** "I'm helping out a friend."

Reading

A Read. 5-10 min.

- Tell students to open their Student Book to **page 90**.
- Focus students' attention on the letter in the Reading section. Before reading, ask students what it is (a letter from one friend to another).
- Next, read the text to the students and have them listen the first time.
- Tell the students that they are going to read the text again. Call on one student and ask him / her to read the first sentence. Go around the class and have a different student read the next sentence. Continue until you get to the end of the reading.

B Read again and answer. 5-10 min.

- Tell students to re-read the text again on their own silently.
- Next, tell students to read the questions at the bottom of the page and answer.
- Go over answers as a class. Call on a different student to provide the correct answer for each question.

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

A Read.

Hi, Ryan.

I hope you're having a good day at school. I can't believe it's only Tuesday. What are you doing this week? I have a lot of things to do, but I hope we'll be able to make time to hang out. I'm going to gymnastics after school today. My family is doing housework tomorrow, and I'm walking our dog.

What are you doing on Thursday? I think I'm free then.

I'm busy this weekend, too. I'm having a sleepover on Friday night with Li and Sara. I'm checking my homework on Saturday. My brothers are going to help me. After that, we're golfing near the park. Do you want to come?

Let me know. I'm writing out my schedule so it'll be easier for you to read.

Jenny's Schedule	
Tuesday after school	I'm going to gymnastics.
Wednesday after school	I'm walking our dog.
Thursday after school	Free
Friday night	I'm having a sleepover with Li and Sara.
Saturday	I'm checking my homework and golfing with my brothers.

I hope we can meet again soon.
Jenny

B Read again and answer.

1. What did Jenny write about?

- ☐ a. her favorite activities
☒ b. her schedule this week
☐ c. her plans with Ryan

2. What is Jenny doing on Wednesday?

walking her dog

3. What is she doing on Friday night?

having a sleepover

4. What is she doing on Saturday?

checking her homework

90

Speaking

A Speaking preparation 5-10 min.

- Have students look at **page 91**. Ask students what they can see (a blank schedule).
- Focus students' attention on the model dialog. Select two students in the class to read the lines for each of the characters. **T** "Can you read the dialog? You be Li, and you be Daniel."
- 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 each activity Student B mentions next to the day. **T** "Work with a partner. Student A ask first. Student B answer the questions."
- **CDM** Show students the example.
- Give students two or three minutes to finish the activity. Then Student B asks Student A the questions and Student A answers. **T** "OK. Now change. Student B ask the questions, and Student A answer."

- A** Ask your partner what he or she is doing after school each day next week. Fill in the chart.

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	



What are you doing on Monday?

I'm walking the dog.



- B** Copy the activities into the chart below. Now try to find another classmate who is doing the same thing on each day.



Are you walking the dog on Monday?

Yes, I am. / No, I'm not.



Day	Activity	Classmate
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

91

B Speaking activity 10 min.

- Have students copy the activities from part A into the middle column of the chart in part B.
- Focus students' attention on the model dialog in part B. Select two students in the class to read the lines for each of the characters. **1** "Can you read the dialog? You be Li, and you be Nadir."
- Tell students to stand up and move around the classroom to find other students. Explain that students should ask Y/N questions. If their partner responds "Yes," they should write that classmate's name next to the activity, and move on to find another classmate until they have found a match for all day / activity combinations.

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

- Give students six or seven minutes to finish the activity.

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**.



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 obligations with *need to*

Vocabulary Key words 2

- | | |
|---------------------|----------------------------|
| purchase books | type a paper |
| organize my desk | repair my glasses |
| go to the bike shop | go to the recycling center |
| go to the mall | go to the dentist |

Expansion Structure

• Need to for obligation

I need to purchase some books.

Materials

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

8 **A** **089** Listen and repeat.

Swimming has been so much fun today.

Yeah! I want to swim every day.

What are you doing tomorrow? Do you want to go to the mall? I need to buy something.

I can't. I'm busy.

What are you doing?

Something really exciting!

Tell me, Brian!

I need to type a paper for school.

B Role-play the story.

C Read the story again. Then answer.

- What does Alex want to do tomorrow?

<input type="checkbox"/> a. go swimming	<input type="checkbox"/> b. go to gymnastics	<input checked="" type="checkbox"/> c. go to the mall
---	--	---
- Why can't Brian hang out with Alex tomorrow?

<input type="checkbox"/> a. He's bored.	<input type="checkbox"/> b. He's tired.	<input checked="" type="checkbox"/> c. He's busy.
---	---	---
- What does Brian need to do tomorrow?

<input checked="" type="checkbox"/> a. type a paper	<input type="checkbox"/> b. buy something	<input type="checkbox"/> c. help out a friend
---	---	---

92

Warm-up 5 min.

Tell students to look back at the schedule they made for their partner in part A on **page 91**. Choose a student and ask him / her a question. **T** "What is he / she doing on Monday?" **S** "He / She is walking the dog." Repeat with several other students in the class.

Story

A **CD** 089 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.
 - Point to Alex in the blue and yellow T-shirt. **T** "Who is he?" (Alex)
 - Point to the swimming pool. **T** "What are they doing?" (swimming)
- Play **audio track 089**. 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. 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.

Expand

8

A 090 Listen and say.

1 purchase books **a**

2 type a paper **d**

3 organize my desk **f**

4 repair my glasses **h**

5 go to the bike shop **e**

6 go to the recycling center **c**

7 go to the mall **b**

8 go to the dentist **g**

B 091 Listen and write the letters.

C 092 Listen. Then look at the pictures. Ask and answer.

What are you doing tomorrow? I need to purchase books.

What are you doing on Friday? I need to go to the mall.

1 Monday?

2 Tuesday?

3 Wednesday?

4 Thursday?

5 Friday?

6 Saturday?

93

092 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 092**.
- 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.

Answers

- What are you doing on Monday?
→ I need to purchase books.
- What are you doing on Tuesday?
→ I need to go to the recycling center.
- What are you doing on Wednesday?
→ I need to organize my desk.
- What are you doing on Thursday?
→ I need to go to the bike shop.
- What are you doing on Friday?
→ I need to go to the dentist.
- What are you doing on Saturday?
→ I need to repair my glasses.

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**.

Expand

A 090 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 090**. 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 091 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 091**. 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.

LIFE ON A SOCCER TEAM

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.

Choose a student and ask him / her a question about his / her plans for tomorrow. **T** "What are you doing tomorrow?" Students can respond using either *need to* or the present progressive. **S** "I need to go to the mall." Or **S** "I'm going to the mall." Then have the first student make a question and ask a second student in the class. The second student answers before asking a question to a third student. Continue the chain so that each student answers a question first and then asks another student a question. Encourage students to use different days of the week for variety.

Connect

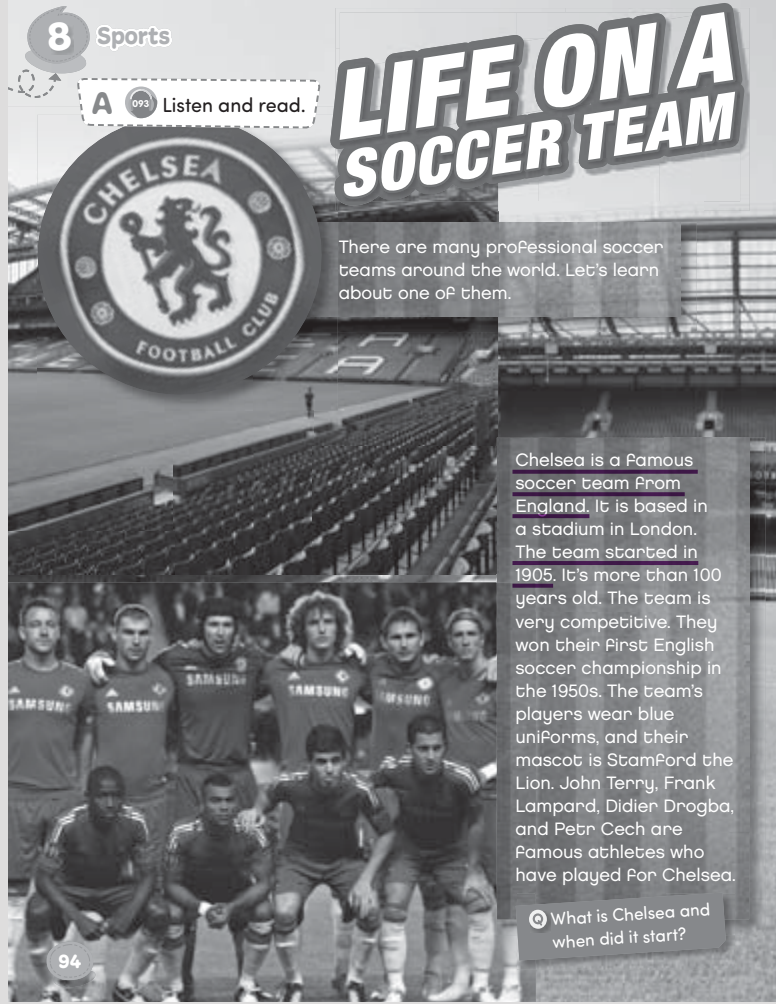
A CD 093 Listen and read. 15 min.

- Have students turn to **pages 94 and 95**.
- Point to the picture of the soccer team and ask students who the people are (soccer players). Ask students if they know any famous soccer teams. Tell students they are going to read about one of the most famous soccer teams in the world.
- Tell students to read along silently as they listen. Play **audio track 093**.
- Play the audio track again. This time, tell students to try to read aloud as they listen.

CDM Show the animated slideshow.

B Read the questions. Underline the answers in the text. 5 min.

- Focus students' attention on part B. Tell students to look at the questions in the red boxes throughout the text.
- Tell students to re-read those passages again silently and underline the sentence or part of the sentence that gives the answer.



There are many professional soccer teams around the world. Let's learn about one of them.

Chelsea is a famous soccer team from England. It is based in a stadium in London. The team started in 1905. It's more than 100 years old. The team is very competitive. They won their first English soccer championship in the 1950s. The team's players wear blue uniforms, and their mascot is Stamford the Lion. John Terry, Frank Lampard, Didier Drogba, and Petr Cech are famous athletes who have played for Chelsea.

What is Chelsea and when did it start?

C Read again. Discuss the questions.

10 min.

- As a class, re-read the whole text again. If students still have difficulty reading along, you can play the audio track again to assist them.
 - Put students into small groups of 3 or 4. Tell the students to discuss the questions together and compare what they have underlined.
 - Go over answers as a class.
- CDM** Show students the correct answers on the screen.

D CD 094 Listen and answer the boy's questions. 10 min.

- Have students turn to **page 96**. Explain that students will hear two children talking about the topic they have just read.
- Tell students that during the conversation, they will hear three questions from the boy. Students need to listen to the questions carefully and circle the correct answer.
- Play **audio track 094**. There is a short pause after each question, however you may wish to pause the recording for longer to give students enough time to think about the answer.
- Note: The answers are not provided at this stage, and the conversation resumes as if the answer had been given.

E CD 095 Listen again and check your answers.

5 min.

A professional soccer team has a very busy schedule. Chelsea competes in soccer games for much of the year—each season is about nine months long. Almost every week, Chelsea plays against other teams. The team also travels to other teams' stadiums to play. The players need to practice a lot so they can improve. They need to eat healthy food, too. Eating healthy food keeps both their bodies and minds strong.

Connect

8

Q Why do the players need to eat healthy food?

How busy is Chelsea each season? Take a look at their October schedule. They play one game each week.

Chelsea's October Schedule				
Date	Day	Time	Teams	Location
October 5	Saturday	3 p.m.	Chelsea vs. Manchester United	Home
October 12	Saturday	<u>5 p.m.</u>	Swansea City vs. Chelsea	Away
October 20	Sunday	2 p.m.	Arsenal vs. Chelsea	Away
October 23	Wednesday	7:45 p.m.	Chelsea vs. Barcelona	Home

Being a soccer player is definitely hard work. The athletes work hard to get better and better. It's important if they want to win.

Q What time is Chelsea playing on Saturday, October 12?

B Read the questions. Underline the answers in the text.

C Read again. Discuss the questions.

95

- Play **audio track 095** for students to listen to the full conversation with answers included.
- Tell students to listen and check their answers to the questions from part D.
- Go over answers as a class.

Boy: What are you doing on Saturday? Do you have plans?

Girl: Yes, I'm going somewhere.

Boy: Where are you going?

Girl: I'm going home to watch Chelsea play in a soccer game.

Boy: Oh, cool! They're a great team. They have a cool mascot.

What's the name of Chelsea's mascot?

Girl: Stamford the Lion.

Boy: Have you been a Chelsea fan for a long time?

Girl: Yes! I grew up watching their games. There have been so many great players on the team.

Boy: Who was one famous athlete who has played for Chelsea?

Girl: Petr Cech.

Boy: Oh! I've heard of him. I think Didier Drogba is another player. He's originally from the Ivory Coast in Africa.

Girl: That's right! Pretty cool, huh?

Boy: Yeah! Wait ... it's winter now. Does Chelsea play in the winter?

Girl: Yes, definitely.

8

094

Listen and answer the boy's questions.



- a. Honey the Cow **b. Stamford the Lion** c. Winston the Cheetah
- a. Wayne Rooney b. Lionel Messi **c. Petr Cech**
- a. seven months **b. nine months** c. eleven months

E **095** Listen again and check your answers.

F Complete the sentences with the words in the box.

2 p.m.	London	1950s	every week
1905	October 5	nine months	

- Chelsea is a soccer team from London in England.
- The team started playing in 1905.
- They won their first championship in the 1950s.
- An English soccer season is nine months long.
- Chelsea plays a match every week during the season.
- Chelsea is playing against Manchester United on October 5.
- Chelsea is playing at 2 p.m. on Sunday, October 20.

96

Boy: They must get cold. I bet they play a lot.

How many months of the year does Chelsea play?

Girl: Nine months.

Boy: Boy, they must get tired! Would you mind if I watched the game with you?

Girl: Sure! Let's go!

Summary 5 min.

- The summary activity can be done in class if time permits, or students can complete it for homework so they are ready to talk about it briefly during the next lesson.
- Focus students' attention on part F at the bottom of **page 96**. Tell the students to complete the sentences with words from the box based on the reading.
- Encourage students to skim over the text on **pages 94 and 95** if they have difficulty with any of the answers.
- (Optional) Check answers as a class.

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 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.

Put students into groups of 3 or 4. Ask them to turn to the completed summary sentences on **page 96**. Without looking back at the text, students should discuss everything they can remember about the article from the previous lesson. Encourage students to take turns mentioning one point at a time.

Writing

A Read the example. Underline all of the activities. 5 min.

- Tell students to turn to **page 97**. Focus students' attention on the example text.
- Tell students to read the example by themselves.
- Next, tell students to re-read the text and underline all of the activities.
- Go over answers as a class.

CDM Show students the correct answers on the screen.

B Read again and answer the questions. 5 min.

- Put students into small groups of two or three students.
- Tell the groups to read the two questions and discuss the answers together. Encourage students to use full sentences when discussing the answers.
- Go over answers as a class.

Review 10-15 min.

- Have students turn to **page 89**.
- Direct students' attention to the pictures on **page 89**.
T "Look at the pictures." Call out a letter from a–h and ask students to say the word together, based on their answers from lesson 1. **T** "A. What is the word?"

A Read the example. Underline all of the activities.

I'm going to do many things during my school vacation next week. I love to exercise outside, so I'm running with my friends on Monday at the park. On Tuesday, my brother and I are painting a picture for my mom's birthday. She likes art, and we think she'll love our picture. Thursday is for sports. I'm playing soccer with my neighbors.

The weekend will be busy. I need to go to the mall to buy some clothes. I love shopping. But it's not going to be all fun. I need to do some chores. My room is dirty, and I need to organize my desk. Also, my bike is broken, so on Sunday I need to go to the bike shop. There are so many things to do.

B Read again and answer the questions.

1. What is the writer doing on Tuesday?
2. What does the writer need to do on Sunday?


C Imagine you are on school vacation next week. What are you going to do? Fill in the chart.

Day	Activity	Check		
Monday	paint a picture	<input checked="" type="checkbox"/> fun	<input type="checkbox"/> chore	<input type="checkbox"/> alone
		<input type="checkbox"/> alone	<input checked="" type="checkbox"/> with others	
Tuesday	play soccer	<input checked="" type="checkbox"/> fun	<input type="checkbox"/> chore	<input type="checkbox"/> alone
		<input type="checkbox"/> alone	<input checked="" type="checkbox"/> with others	
Wednesday	buy some clothes	<input type="checkbox"/> fun	<input type="checkbox"/> chore	<input type="checkbox"/> alone
		<input type="checkbox"/> alone	<input checked="" type="checkbox"/> with others	
Thursday	organize my desk	<input type="checkbox"/> fun	<input checked="" type="checkbox"/> chore	<input type="checkbox"/> alone
		<input checked="" type="checkbox"/> alone	<input type="checkbox"/> with others	
Friday	go to the bike shop	<input type="checkbox"/> fun	<input checked="" type="checkbox"/> chore	<input type="checkbox"/> alone
		<input checked="" type="checkbox"/> alone	<input type="checkbox"/> with others	
Weekend	type a paper	<input type="checkbox"/> fun	<input type="checkbox"/> chore	<input type="checkbox"/> alone
		<input checked="" type="checkbox"/> alone	<input type="checkbox"/> with others	


- 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 questions and answers by reading the sentences in the box. **T** "Student A, you are Daniel. Make a question. Student B, you are Jenny, respond."
- Have students look at the pictures on **page 89** and continue to ask questions about the key vocabulary.
- 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. **T** "One. Eve, 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. **T** "Student A, make a question for picture number one. Student B, answer."
- Then Student B makes a question for picture 2. **T** "Now Student B make a question for picture number two."
- Students continue alternating until they have talked about all the pictures.

Writing preparation 10-15 min.

- Focus students' attention on the writing preparation section at the bottom of **page 97**.
- Tell students to think about the kind of activities they do when they are not at school. Have students imagine that they are on vacation next week, and to think about an activity that they would like to do on each day. Students should complete the chart.
- Explain that students don't need to write full sentences and that words or phrases are enough at this stage.
- Circulate and monitor the students, providing assistance where necessary.

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

Unit wrap-up 5 min.

- 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 *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 my schedule for the week.
2. I can say which activities I'm doing each day.
3. I can ask and answer questions about what I need to do on a particular day.

Listening

4. I can understand when someone talks about daily activities.
5. I can understand when someone asks a question about a schedule.

Reading

6. I can read and understand short passages about schedules and what people are doing.

Writing

7. I can write a few sentences telling about what I'm doing each day of the week.

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

On Monday, I'm going to gymnastics with my friend.
On Tuesday, I'm going to the recycling center with my father.
On Wednesday, I need to purchase books at the bookstore.
On Thursday and Friday, I'm having a sleepover with my cousins.
On the weekend, I'm checking my homework before I go back to school.

More practice

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**.

Unit Objectives

- Technology
- Comparing things

Lesson Objectives

Students will be able to:

- recognize and name the first eight key vocabulary items
- compare three or more things using short adjective superlatives

Vocabulary Key words 1

cheap bright large tiny
desktop computer mouse screen keyboard

Core Structures

• Superlatives (-est)

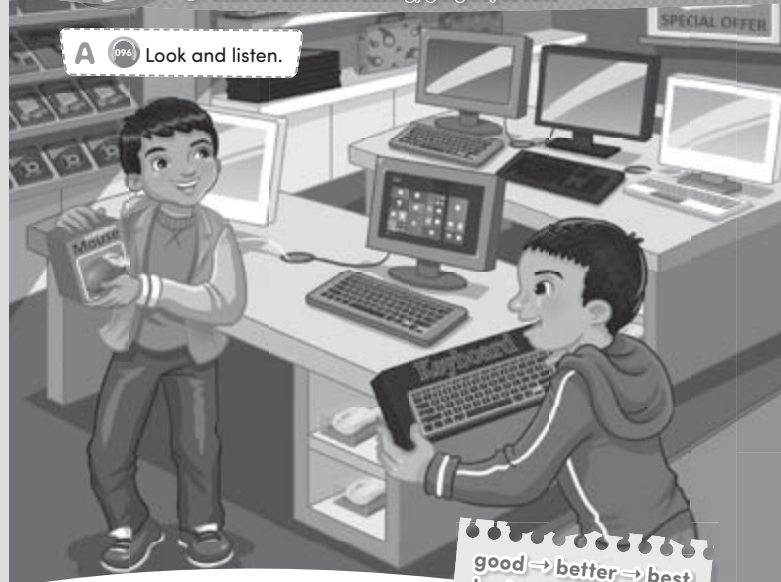
The green mouse is the brightest.

Materials

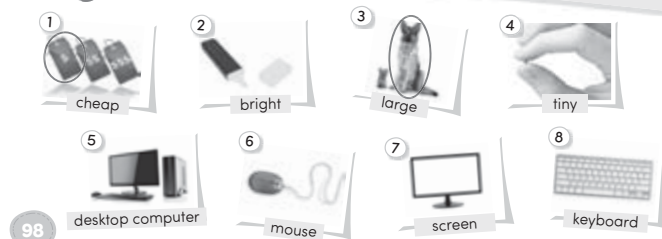
- Hang Out Student Book, Workbook
- CD and A/V equipment or Classroom Digital Materials

Q What are the best technology gadgets you own?

A 096 Look and listen.



B 097 Listen and say.



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. **T** "What are the best technology gadgets you own?" Call on students individually to answer. If students have difficulty coming up with ideas, show students some technology items that are in the class.

A 096 Look and listen. 5 min.

- Focus students' attention on the picture on **page 98**.
- Talk about the picture; explain the situation shown in the picture, pausing after questions to let students offer answers. **T** "Mateo and Nadir are shopping at a computer store. They are looking for different things. Nadir has a mouse, and Mateo has a keyboard. What else can you see in the picture?"
- Play **audio track 096**.

Mateo: Hey Nadir, this store is amazing. Look at this keyboard.

Nadir: Oh yeah? Is it good?

Mateo: Yes, it's good and it's cheap, too. It's the cheapest keyboard in the store.

Nadir: That's great. And look at this mouse. It's the best mouse available.

Mateo: Wow! You can use it when you play games.

Nadir: Do you need to buy anything else?

Mateo: Yes, I need to get a new screen. I want a large one.

Nadir: I think I saw some over there. Let's go and have a look.

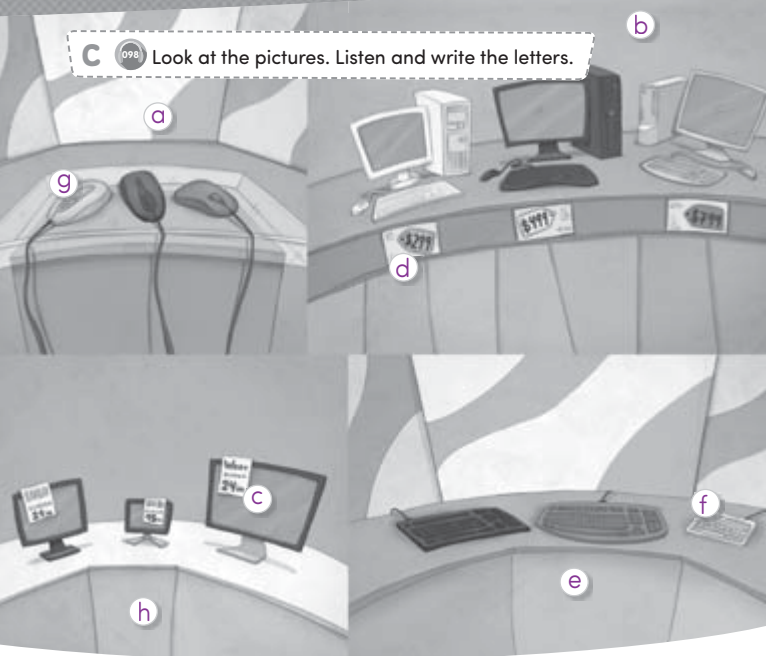
CDM Take students on a virtual tour of the image, highlighting key words.

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.

B 097 Listen and say. 5 min.

- Focus students' attention on the vocabulary list at the bottom of **page 98**.
- Tell students to listen and repeat after the audio.
- **T** "Listen to the words. Look at the pictures and say the words."



C 098 Look at the pictures. Listen and write the letters.

D 099 Chant. Turn to page 116.

E Look at the pictures and say.



The yellow mouse is the brightest.

99

- Play **audio track 097**. Make sure the students are following along and repeating the words.
- (Optional) Play the audio track again to give students an extra chance to practice, especially if students have difficulty with the pronunciation.

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

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

C 098 Look at the pictures. Listen and write the letters. **5-10 min.**

- Play **audio track 098**. Have students listen to the sentences and write the corresponding letters in the circles on the picture. **T** "Listen to the sentences for the key word. Write the letter next to the picture."
- Review answers as a class. Call out a letter, starting with A, and ask one student to say what the key word is. Students don't have to remember the whole sentence, just the key word.

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

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

D 099 Chant. **10 min.**

- Tell students to turn to **page 116** where they will see the lyrics to the chant. **T** "Let's listen to a chant. Turn to page 116."
- Play **audio track 099**, and have students just listen the first time.

- 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.

Which desktop computer is the cheapest?

The silver desktop computer is the cheapest!

It's cheaper than the other two.

Which keyboard is the brightest?

The yellow keyboard is the brightest!

It's brighter than the other two.

Which mouse is the tiniest?

The white mouse is the tiniest!

It's tinier than the other two.

Which screen is the largest?

The black screen is the largest!

It's larger than the other two.

E Look at the pictures and say. **5-10 min.**

- Tell students to look at the dialog box (part E) on **page 99**.
- Put students in pairs. **T** "Sit with a partner." Have them practice by reading the sentence in the box.

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 pictures on **page 99** and continue to make sentences using the key vocabulary from the main picture. **T** "Look at the pictures. Talk about them with your partner."
- Choose two or three students and have them stand and make a sentence for the class.

More practice

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**.

WB

Lesson Objectives

Students will:

- 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 pictures on **page 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 some of the things they have recently purchased and to describe them using an adjective. Choose several students to talk about their recent purchases.

Reading

A Read. 5-10 min.

- Tell students to open their Student Book to **page 100**.
- Focus students' attention on the comparison chart in the Reading section. Before reading, ask students what it is.
- Next, read the text to the students and have them listen the first time.
- Tell the students that they are going to read the text again. Call on one student and ask him / her to read the first sentence. Go around the class and have a different student read the next sentence. Continue until you get to the end of the reading.

B Read again and answer. 5-10 min.

- Tell students to re-read the text again on their own silently.
- Next, tell students to read the questions at the bottom of the page and answer.
- Go over answers as a class. Call on a different student to provide the correct answer for each question.

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

Best Computer Models

Compare three of our best computer models. Check out the features and decide which one is best for you.



Model A

Includes speakers

17 in / 43 cm screen

\$399

Model A has a keyboard, mouse, and speakers. This desktop computer is not the fastest, but it's great for people who want to listen to music or surf the Net.



Model B

Mouse sold separately

23 in / 58 cm screen

\$549

Model B has a keyboard, but the mouse is sold separately. This computer has a large screen and is great for watching movies.



Model C

Includes a Free game

21 in / 53 cm screen

\$699

Model C has a keyboard and mouse. It's the fastest computer out of the three. It has a large screen and is perfect for people who love to play games.

B Read again and answer.

1. What do all the computers have?

- ☒ a. a keyboard
☐ b. a mouse
☐ c. speakers

2. Which computer is the cheapest?

Model A

3. Which computer is the fastest?

Model C

4. Which computer has the largest screen?

Model B

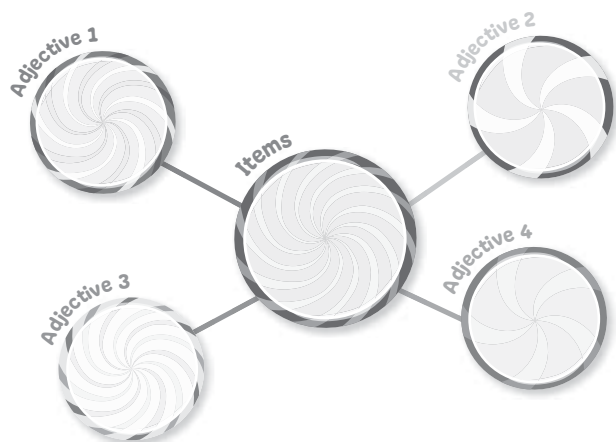
100

Speaking

A Speaking preparation 5-10 min.

- Have students look at **page 101**.
- Tell students to work with a partner. Together, students should find three similar but different items in the class. For example, three different pencils.
- Next, tell students to fill in the chart with the name of the items and four adjectives that could be used to describe them.
- Give students 2–3 minutes to fill in the chart.
- **CDM** Show students the example.
- Circulate and monitor the students, providing assistance where necessary.

- A** Find a partner. Find three similar items in your classroom to compare. Then think of four adjectives to describe them. Fill in the chart.



- B** Show another group your three items. Ask and answer. Then write.



The <u>black phone</u>	is the	<u>thinnest</u>
The _____	is the	_____
The _____	is the	_____
The _____	is the	_____
The _____	is the	_____

101

B Speaking activity 10 min.

- Focus students' attention on the model dialog. Select two students in the class to read the lines for each of the characters. **T** "Can you read the dialog? You be Nadir, and you be Jenny."
- Tell students to stay with their partner from part A and to find another pair so that each group now has four students.
- Each pair should show the other pair in their group the items selected, and make questions using the adjectives chosen in part A.

CDM Use the model dialog to demonstrate the answer / question exchange, and how to complete the activity in B.
- Give students six or seven minutes to finish the activity.

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**.



A 100 Listen and repeat.

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 three or more things using adjective superlatives

Vocabulary Key words 2

expensive powerful advanced colorful
webcam laptop USB drive printer

Expansion Structure

• Superlatives (most / least)

The WizTech USB drive is the most expensive.

Materials

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



B Role-play the story.

C Read the story again. Then answer.

1. What do the children get?
☐ a. new phones ☒ b. new laptops ☐ c. new clothes
2. What color is Emma's laptop?
☐ a. black ☐ b. green ☒ c. blue
3. What does Brian's laptop have?
☒ a. a webcam ☐ b. headphones ☐ c. a mouse

102

Warm-up 5 min.

Tell students to look back at the list of items and adjectives on **page 101**. Choose a student and ask him / her to make a sentence about the three items using a superlative adjective. **S** "The red pencil is the largest."

Story

A 100 Listen and repeat. 5 min.

- Tell students to turn to **page 102**. Focus students' attention on the comic strip. Ask students one question about the pictures and elicit the answer.
 1. Point to Emma. **T** "Who is she?" (Emma)
 2. Point to one of the laptops. **T** "What is that?" (a laptop / computer)
- Play **audio track 100**. 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. 5 min.

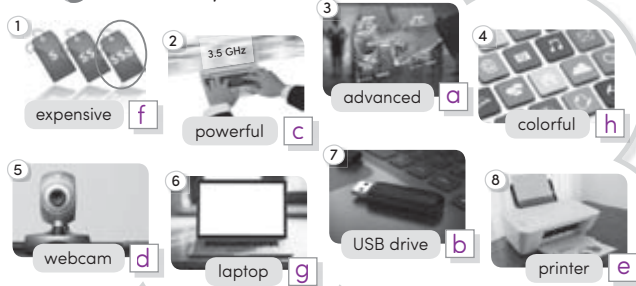
- Direct students' attention to part C.
- Read the questions out loud. Tell students to look at the possible answer choices and check one.
- Review answers as a class.

CDM Show students the correct answers on the screen.

Expand

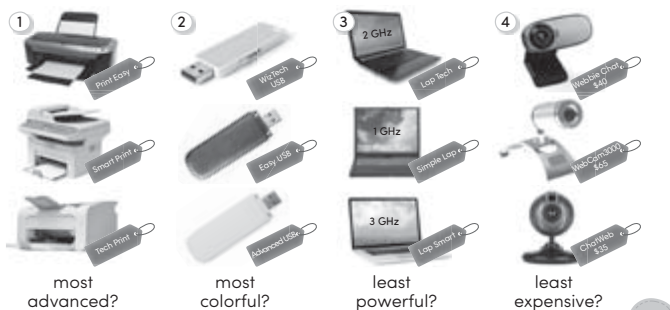
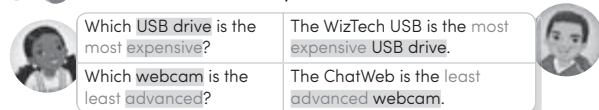
9

A 101 Listen and say.



B 102 Listen and write the letters.

C 103 Listen. Then look at the pictures. Ask and answer.



C 103 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 103**.
- 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 printer is the most advanced?
→ The Smart Print is the most advanced printer.
- Which USB drive is the most colorful?
→ The WizTech USB is the most colorful USB drive.
- Which laptop is the least powerful?
→ The Simple Lap is the least powerful laptop.
- Which webcam is the least expensive?
→ The ChatWeb is the least expensive webcam.

More practice

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**.

Expand

A 101 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 101**. 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 102 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 102**. 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. **T** "What is A?"

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

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.

Draw four columns on the board and write four adjectives as headings in each column (e.g. cheap, expensive, tiny, colorful). Ask students to suggest three or four items that can go in each column. Make sure there are at least three items for each. Then ask students to make a sentence using the superlative form of the adjective for one of the items.

Connect

A 104 Listen and read. 10 min.

- Have students turn to **pages 104 and 105**.
- Point to the picture of the Raspberry Pi and ask students what it is (a computer). Ask students if they think computers are usually cheap or expensive. Tell students that they are going to learn about a very small, cheap computer.
- Tell students to read along silently as they listen. Play **audio track 104**.
- Play the audio track again. This time, tell students to try to read aloud as they listen.

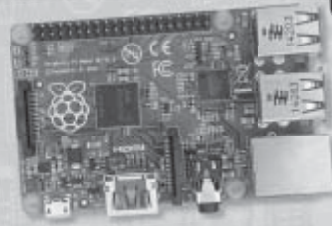
CDM Show the animated slideshow.

B Read the questions. Underline the answers in the text. 5 min.

- Focus students' attention on part B. Tell students to look at the questions in the red boxes throughout the text.
- Tell students to re-read those passages again silently and underline the sentence or part of the sentence that gives the answer.

9 Technology

A 104 Listen and read.



THE TINIEST
COMPUTER IN
THE WORLD!

The Raspberry Pi is the tiniest, lightest computer available in the world. The largest Raspberry Pi model is 85 x 56 mm. It's not the brightest or most colorful, but it can teach students a lot about math and science. It's used in schools around the world.

What is special about the Raspberry Pi?

There are three generations of Raspberry Pi models. The first is Raspberry Pi. The second is Raspberry Pi 2. Now there's Raspberry Pi Zero. The Raspberry Pi Zero is the newest model, and it's also the least expensive. It only costs \$5! Older models were \$25–\$35.

The Raspberry Pi was created by scientists in London. These scientists noticed that students in many countries were doing poorly on their computer science exams. They decided that the problem was that computers are very expensive. Many schools, especially those in poorer countries, could not afford them. So these scientists created an inexpensive computer to use in classrooms.

Why did scientists create the Raspberry Pi?

104

C Read again. Discuss the questions.

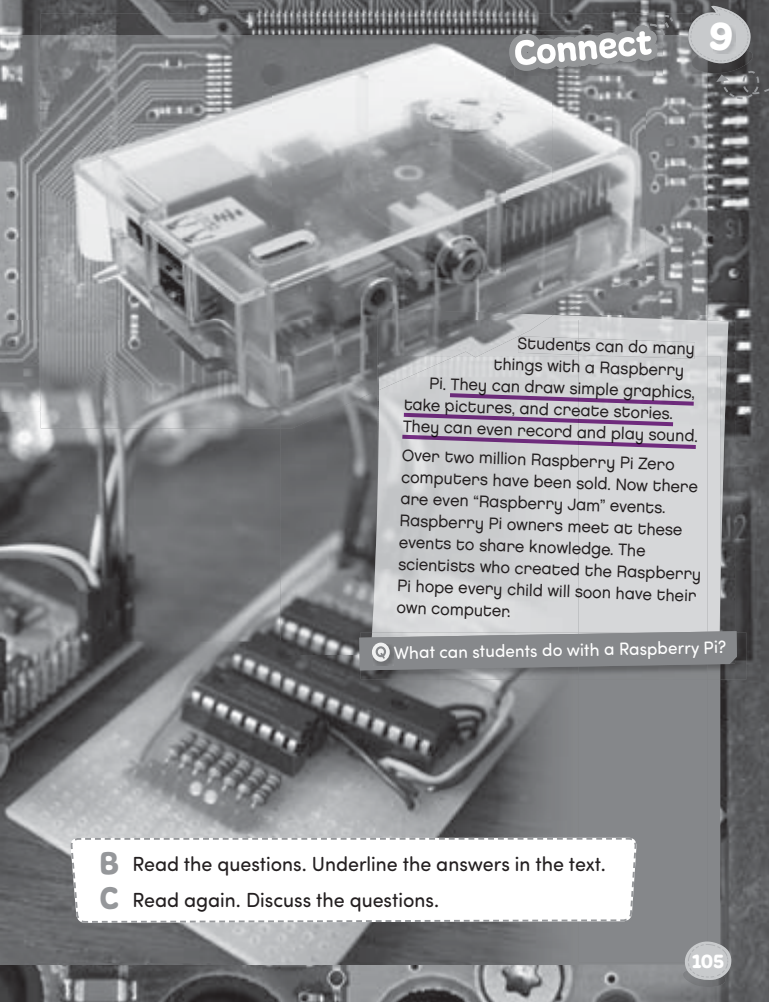
10 min.

- As a class, re-read the whole text again. If students still have difficulty reading along, you can play the audio track again to assist them.
- Put students into small groups of 3 or 4. Tell the students to discuss the questions together and compare what they have underlined.
- Go over answers as a class.

CDM Show students the correct answers on the screen.

D 105 Listen and answer the boy's questions. 10 min.

- Have students turn to **page 106**. Explain that students will hear two children talking about the topic they have just read.
- Tell students that during the conversation, they will hear three questions from the boy. Students need to listen to the questions carefully and circle the correct answer.
- Play **audio track 105**. There is a short pause after each question, however you may wish to pause the recording for longer to give students enough time to think about the answer.
- Note: The answers are not provided at this stage, and the conversation resumes as if the answer had been given.



Students can do many things with a Raspberry Pi. They can draw simple graphics, take pictures, and create stories. They can even record and play sound.

Over two million Raspberry Pi Zero computers have been sold. Now there are even "Raspberry Jam" events. Raspberry Pi owners meet at these events to share knowledge. The scientists who created the Raspberry Pi hope every child will soon have their own computer.

What can students do with a Raspberry Pi?

B Read the questions. Underline the answers in the text.

C Read again. Discuss the questions.

105



Listen and answer the boy's questions.



1. a. record and play sound b. print 3D toys c. print documents
2. a. two million b. more than two million c. one million
3. a. doctors in California b. engineers in Asia c. scientists in London

E Listen again and check your answers.

F Answer the questions with information from the reading.

What is a Raspberry Pi?	The Raspberry Pi is the tiniest, lightest computer available in the world.
How big is the largest Raspberry Pi model?	The largest Raspberry Pi model is 85 x 56 mm.
What are Raspberry Pi events called?	They are called "Raspberry Jam" events.
How many Raspberry Pi models are there?	There are three generations of Raspberry Pi.

106

E 106 Listen again and check your answers.

5 min.

- Play **audio track 106** for students to listen to the full conversation with answers included.
- Tell students to listen and check their answers to the questions from part D.
- Go over answers as a class.

Boy: Hi, Liz. What are you doing?
 Girl: Not much.
 Boy: Are you reading something?
 Girl: Just an article. It's something my dad was reading at home.
 Boy: Really? What's it about?
 Girl: It's about the Raspberry Pi. It's a tiny computer. I was using it to make music last night.
 Boy: What can a Raspberry Pi do with music?
 Girl: It can record and play sound.
 Boy: Ah, cool. I've never heard of it before.
 Girl: Well, they're pretty popular. You can take pictures with them, too.
 Boy: Really. What else?
 Girl: You can write stories or small computer programs.
 Boy: How many Raspberry Pi computers have been sold?
 Girl: More than two million.
 Boy: I can't believe I've never heard of it.



Girl: Well, they weren't made here in the USA. They were made in London.

Boy: Who created the Raspberry Pi?

Girl: Scientists in London.

Boy: No wonder. That's pretty far away. I'd love to see it sometime.

Girl: Sure! I'll bring it to school tomorrow. I can show you at lunch.

F Summary 5 min.

- The summary activity can be done in class if time permits, or students can complete it for homework so they are ready to talk about it briefly during the next lesson.
- Focus students' attention on part F at the bottom of **page 106**. Tell the students to answer the questions with information from the reading.
- Encourage students to skim over the text on **pages 104 and 105** if they have difficulty with any of the answers.
- (Optional) Check answers as a class.

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**.



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.

Put students into groups of 3 or 4. Ask them to turn to the completed summary sentences on **page 106**. Without looking back at the text, students should discuss everything they can remember about the article from the previous lesson. Encourage students to take turns mentioning one point at a time.

Writing

A Read the example. Underline all of the superlative adjectives. 5 min.

- Tell students to turn to **page 107**. Focus students' attention on the example text.
- Tell students to read the example by themselves.
- Next, tell students to re-read the text and underline all of the superlative adjectives.
- Go over answers as a class.

CDM Show students the correct answers on the screen.

B Read again and answer the questions. 5 min.

- Put students into small groups of two or three students.
- Tell the groups to read the two questions and discuss the answers together. Encourage students to use full sentences when discussing the answers.
- Go over answers as a class.

Review 10-15 min.

- Have students turn to **page 99**.
- Direct students' attention to the pictures on **page 99**.
T "Look at the pictures." Call out a letter from a-h and ask students to say the word together, based on their answers from lesson 1. **T** "A. What is the word?"

A Read the example. Underline all of the superlative adjectives.

My dad loves technology. Every Saturday, we go to an electronics store. We usually stay for several hours. My dad looks at all of the new gadgets. Last Saturday, we bought a new laptop. It's the most advanced computer in our house. It's also the most colorful. It comes with a keyboard and mouse in the brightest blue I've ever seen.

Next week, we're going to buy some accessories. I'll get a webcam. My dad is looking on the Internet to compare webcams. The most expensive model is the thinnest and lightest. I prefer a small webcam. The tiniest model is the least expensive. I hope to find one that goes with my computer, keyboard, and printer.

B Read again and answer the questions.

1. How does the writer describe his new laptop?
2. Which webcam is the least expensive?


C Make a list of things you own. Think of one adjective that can end in -est and one that uses most / least for each item.

Item	-est	most / least
desktop	cheap	powerful
webcam	tiny	colorful
laptop	large	expensive
keyboard	bright	advanced
USB drive	tiny	powerful


- 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 sentence in the box.
T "Student A, you are Li. Make a sentence."
- Have students look at the pictures on **page 99** and continue to ask questions about the key vocabulary.
- 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. **T** "One. Eve, 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 set 1. **T** "Student A, make a question for picture set number one. Student B, answer."
- Then Student B makes a question for picture set 2. **T** "Now Student B make a question for picture set number two."
- Students continue alternating until they have talked about all the pictures.

Writing preparation 10-15 min.

- Focus students' attention on the writing preparation section at the bottom of **page 107**.
- Tell students to think about some of the things that they own and write them in the first column. Try to encourage students to think of items related to technology. Then have students think of two adjectives for each item. One should end in *-est* in the superlative form, and the other should use *most* or *least*.
- Circulate and monitor the students, providing assistance where necessary.

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

Unit wrap-up 5 min.

- 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 describe things and compare them.
2. I can say how things compare to each other.
3. I can ask and answer questions about comparing things.

Listening

4. I can understand when someone talks about comparisons.
5. I can understand when someone asks a question about how things compare.

Reading

6. I can read and understand short passages about descriptions and comparisons.

Writing

7. I can write a few sentences telling about how different things compare to each other.

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

The laptop is the cheapest and most advanced.
The mouse is the tiniest and least expensive.
The screen is the largest and most expensive.
The webcam is the brightest and most colorful.

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**.

A Write the words. 10 min.

- Tell students to open their Student Book to **page 108**.
- Have students look at the written clues underneath the puzzle.
- Point to clue 1 and read it aloud. Ask students what the answer is (bike shop). Write the word bike shop 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 clues 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.
- 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 107 Listen. Then circle. 5 min.

- Tell students they will listen to two children talking. The first time, students should just listen.
- Play **audio track 107**.

Girl: Hi, do you want to come and watch some quiz shows tomorrow at home?

Boy: I can't. I always play volleyball on Mondays.

Girl: How long do you play volleyball for?

Boy: I play for about an hour.

Girl: You can come when you finish.

Boy: OK! That's a good idea. I love quiz shows.

Girl: I'm going to that new mall on Wednesday with my sister. Do you want to come, too?

Boy: OK. I need to get a new webcam.

Girl: And I need to get another USB drive.

Boy: Why do you need to purchase a new one?

Girl: Because I have to type a paper on my laptop, put it on a USB drive, and hand it in to school.

Boy: Do you want me to check your paper for you when you finish?

Girl: Thanks. I'm not the best speller in the world so you can check everything for me.

Boy: Do you use laptops or desktop computers at school?

Girl: Usually desktop computers, but they're all old and don't work very well.

Boy: At my school they bought the most expensive ones they could find!

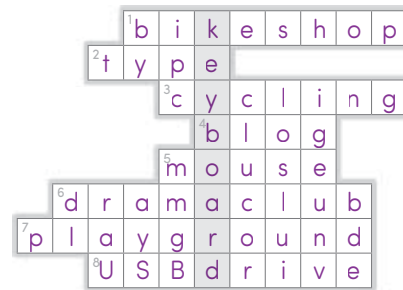
Girl: Lucky you!

Boy: No, they're terrible! The letters on the keyboards are the tiniest I've ever seen so I can't type!

Girl: That's because you have the biggest fingers in your class.

Boy: You can be really annoying sometimes!

A Write the words.



What is the secret word? keyboard

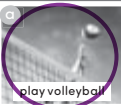




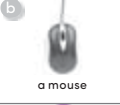


1. A place where people go to look at or buy something to go cycling with.
2. You do this on your keyboard.
3. Riding a bike.
4. You do this when you write something and put it on the Internet for other people to read.
5. A small device you use to move a cursor across your computer screen.
6. A place where people can learn to act.
7. A place outside where children can play.
8. A small device you connect to your computer to copy and store information.



108

- 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 107** 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 107** one more time to give students a chance to listen for any answers they may have missed the first time.

B Listen. Then circle.

1. What does the boy always do on Mondays?	a  play volleyball	b  take guitar lessons
2. What is the girl doing on Wednesday?	a  going to the mall	b  going to a comic store
3. What does the boy need to get?	a  a webcam	b  a mouse
4. What kind of laptop did the boy's school buy?	a  colorful ones	b  expensive ones

C Read and circle the mistake. Then write the correct word.

- I take guitar lessons in Mondays. on
- How long does you go to the drama club for? do
- I walking the dog tomorrow. I'm
- That laptop is the thinner. thinnest
- It needs to purchase some books. need
- This webcam is the more expensive. most

109

D Look and read. Write Yes or No.



- The students are using a mouse. Yes
- You can see more laptops behind the students. No
- The first computer is the smallest. No
- There are four people using desktop computers. Yes
- Everyone is watching a quiz show. No
- The keyboards are not very colorful. Yes
- No one is typing on their keyboards. Yes

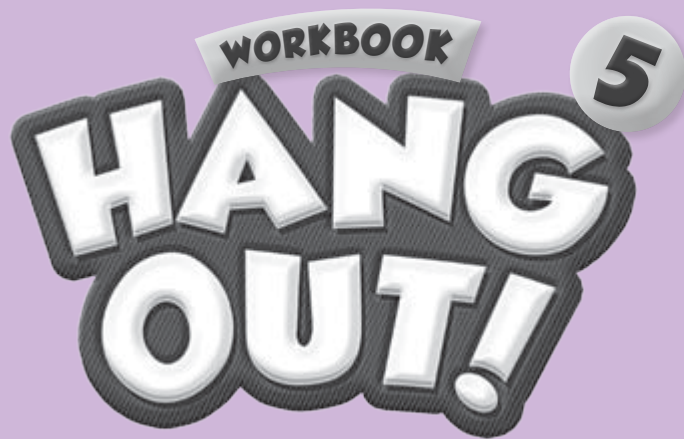
110

C Read and circle the mistake. Then write the correct word.

- Focus students' attention on part C on page 109.
- Read each sentence or question out loud. Tell students that there is a mistake in each one.
- Ask students to identify the mistake in item 1 (in) and to circle it. Then have students write the correct word on the blank space (on).
- Now tell students to read each sentence / question by themselves, circle the mistake, and write the correct word on the blank space.
- 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 corrected sentence for each item. Make sure all students have circled the mistake.

D Look and read. Write Yes or No.

- Have students look at page 110 and focus students' attention on the picture.
- Next, read the first sentence: 1 "The students are using a mouse." Tell students to look at the picture and say whether this is true or not. Have students write Yes or No on the line.
- Tell students to do the same for sentences 2–7.
- Monitor and provide assistance if necessary.
- Go over answers as a class. Starting with sentence 2, read the sentence and then ask a student whether he / she wrote Yes or No.



Answer Key

Welcome

- A.** 1. Daniel
2. Jenny
3. Nadir
4. Mateo
5. Li
- B.** 1. the USA
2. June 3
3. Turkey
4. playing the guitar
5. creative
- C.** 2. Ecuador
4. Brazil
5. Thailand
7. Malaysia
10. USA
12. Italy
- D.** 1. Australia, Turkey, Brazil, Malaysia, China, USA
2. Brazil, Japan, South Korea
- E.** 1. e 2. a 3. d 4. c 5. b
- F.** 1. I like watching quiz shows.
2. My birthday is September 22.
3. I'm very outgoing.
4. I come from Japan.
- G.** 1. c 2. b 3. d 4. a 5. e
- H.** 1. what's
2. from
3. hobby
4. blogging
5. April

Unit 1 Let's Cook!

- A.** 1. whisk
2. sugar
3. mix
4. heat
5. flour
6. stir
7. oven
8. bowl
- B.** 1. heat
2. whisk
3. mix
4. stir
5. oven
- C.** 1. True 2. True 3. False 4. False

- D.** 1. heat
2. mix
3. whisk
4. After that
5. mix

Listening

- A.** 1. heat
2. Next
3. bowl
4. sugar
5. mix
6. stir
- B.** 1. No 2. Yes 3. No 4. No 5. No

Writing

- A.** 1. heat
2. next
3. tomato sauce
4. after that
5. bake the pizza
- B.** (answers may vary)
1. the oven
2. the flour and sugar
3. the milk, flour, and sugar
4. the eggs
5. it in the oven

Vocabulary

- A. Across** 1. boil
2. chop
6. sauce
7. fry
- Down** 1. broccoli
3. parsley
4. pour
5. beef

Speaking

- A.** 1. b 2. e 3. a 4. f 5. c 6. d
- B.** 2. Don't chop too much beef. OR Don't fry too much beef.

Connect

- B.** 1. c 2. a 3. b
- C.** 1. T 2. T 3. T 4. F

Reading & Writing

- A.** 1. chop
2. beef
3. broccoli
4. pour
5. fry
6. sauce
7. Stir
8. bowl

B. b. A Delicious Dish

Unit 2 Many Things from Many Places

- A. 1. salmon
2. sandals
3. flute
4. pineapple
5. coconut
6. PC
7. digital camera
8. candle

- B. 1. salmon
2. flute
3. PC
4. digital camera
5. candle
6. sandals
7. Pineapple
8. coconut

- C. 1. Yes 2. No 3. Yes 4. No

- D. 1. Where are the coconuts grown?
The coconuts are grown in Indonesia.
2. Where are the pineapples grown?
The pineapples are grown in Thailand.
3. The salmon is fished in the USA.
4. Where are the candles made?
The candles are made in Australia.

Listening

- A. 1. is made in
2. is from
3. are grown in
4. are from
5. It is from
6. are made in

- B. 1. is made
2. is made
3. are grown
4. are from
5. Where are
6. is fished

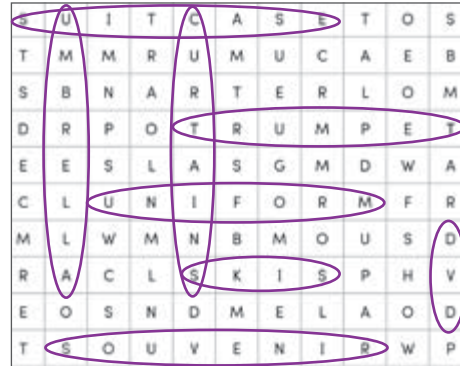
Writing

- A. 1. Those sandals are made in Brazil.
2. That coconut is grown in Thailand.
3. This PC is made in the USA.
4. This salmon is from Russia.
5. Those pineapples are grown in the Philippines.
6. Where is that flute from?

- B. (answers will vary)

Vocabulary

- A. 1. suitcase
2. skis
3. trumpet
4. curtains
5. umbrella
6. uniform
7. DVD
8. souvenir



Speaking

- A. 1. Yes, they are.
2. No, it isn't.
3. Yes, it is.
4. That umbrella is made in Germany, isn't it?
5. That uniform is from Chile, isn't it?
6. Those curtains are made in Greece, aren't they?

Connect

- A. 1. grown
2. made
- B. 1. No 2. Yes 3. No

Reading & Writing

- A. 1. suitcase
2. salmon
3. coconut
4. curtains
5. digital camera
6. sandals
7. umbrella
8. souvenir

- B. a. A Great Trip to Egypt

Unit 3 Thinking About the Past

- A. 1. develop photos
2. collect stamps
3. deliver newspapers
4. watch silent films
5. record videos
6. play cassette tapes
7. use payphones
8. address book

- B.** 1. use payphones
2. play cassette tapes
3. develop photos
4. record videos
5. deliver newspapers
6. watch silent films

- C.** 1. No 2. No 3. Yes 4. Yes
5. Yes 6. No 7. Yes 8. Yes

- D.** 1. used to use
2. used to record
3. used to play
4. used to keep
5. used to watch
6. used to deliver
7. used to collect
8. used to develop

Listening

- A.** 1. No 2. Yes 3. No
4. Yes 5. No 6. Yes

- B.** 1. a 2. b 3. b 4. b

Writing

- A.** 1. used
2. keep
3. used to
4. used to collect
5. used
6. did / used to

- B.** (answers will vary)

Vocabulary

- A.** 1. feed (your) siblings
2. take naps
3. catch butterflies
4. crawl
5. name toys
6. fall down
7. cry a lot
8. (have a) babysitter

Q. What did your brother use to do when he was younger?

A. He used to eat his toys!

Speaking

- A.** 1. didn't
2. name
3. use to
4. catch
5. fall
6. used to

Connect

- B.** 1. From stone tablets
2. The printing press
3. On the radio
4. From the Internet

Reading & Writing

- A.** 1. record videos
2. crawl
3. play cassette tapes
4. fall down
5. cry a lot
6. deliver newspapers
7. keep an address book
8. take naps

- B.** b. My Dad's Childhood

Unit 4 Describing People

- A.** 1. calm
2. confident
3. nervous
4. honest
5. proud
6. brave
7. annoying
8. hardworking

- B.** 1. calm
2. confident
3. honest
4. brave
5. annoying
6. hardworking
7. proud
8. nervous

- C.** 1. hardworking
2. honest
3. calm
4. proud

- D.** 1. a 2. a 3. c 4. c

Listening

- A.** 1. nervous
2. brave
3. calm
4. proud
5. confident
6. hardworking

- B. 1. Eric
2. Sonia
3. Ed
4. Carol
5. Vivica
6. Petra

Writing

- A. 1. confident
2. annoying
3. always
4. brave
5. sometimes
6. proud

- B. (answers will vary)

Vocabulary

- A. **Across** 3. silly
4. easygoing
6. unfriendly
7. selfish
- Down** 1. adventurous
2. impatient
3. sensible
5. greedy

Speaking

- A. 1. because
2. like her
3. don't like them
4. because he is

- C. (answers will vary)

Connect

- B. 1. Yes 2. Yes 3. No 4. Yes

Reading & Writing

- A. 1. calm
2. adventurous
3. annoying
4. easygoing
5. silly
6. unfriendly
7. greedy
8. nervous

- B. a. My Dogs

- B. 1. wash the windows
2. water the plants
3. sweep the floor
4. feed the dog
5. set the table
6. do the dishes
7. mop the floor
8. take out the trash

- C. 1. No, she hasn't done it yet.
2. No, he hasn't done it yet.
3. Yes, he has already done it.
4. Yes, she has already done it.
5. Has the boy washed the windows yet?
6. Has the girl watered the plants yet?
7. Have you set the table yet?
8. Have you swept the floor yet?

- D. 1. fed
2. mopped
3. hasn't taken
4. swept
5. haven't done

Listening

- A. 1. a 2. a 3. b 4. b 5. b

- B. 1. fed the dog
2. already done it
3. Have you swept
4. Have you washed
5. done it yet

Writing

- A. 1. No, they haven't done it yet.
2. Yes, he has already done it.
3. Have they watered the plants yet?
4. Has she swept the floor yet?

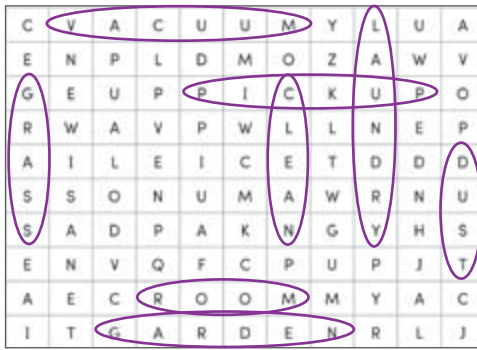
- B. 1. already done
2. haven't done
3. Have
4. Have they mopped

Vocabulary

- A. 1. pick up
2. grass
3. garden
4. clean
5. laundry
6. dust
7. room
8. vacuum

Unit 5 Helping at Home

- A. 1. water
2. do the dishes
3. sweep
4. take out
5. mop
6. wash
7. feed
8. set the table



Speaking

- A. 1. b 2. e 3. c 4. d 5. a
- B. 1. Yes, Kim has already done it.
 2. No, no one has done it yet.
 3. Yes, Ben has already done it.
 4. Yes, Jen has already done it.

Connect

- B. 1. cut
 2. washed
 3. No, no one has
- C. 1. No 2. No 3. Yes

Reading & Writing

- A. 1. washed the windows
 2. cut the grass
 3. water the plants
 4. picked up the toys
 5. feed the dog
 6. swept the floor
 7. clean the bathroom
 8. take out the trash
- B. a. Family Cleaning

Unit 6 Directions

- A. 1. train station
 2. crosswalk
 3. traffic light
 4. town square
 5. park
 6. gas station
 7. market
 8. bakery
- B. 1. gas station
 2. bakery
 3. train station
 4. market
 5. town square
 6. park
 7. crosswalk
 8. traffic light

- C. 1. True 2. True 3. False 4. False

- D. 1. It's between the bakery and the market.
 2. It's far from the train station.
 3. It's behind the gas station.
 4. It's close to the café.

Listening

- A. 1. No 2. No 3. Yes 4. No 5. Yes
- B. 1. town square
 2. near
 3. park
 4. behind
 5. between
 6. far from
- C. 1. near
 2. opposite
 3. between / park

Writing

- A. 1. near
 2. behind
 3. between
 4. opposite
- B. (answers will vary)

Vocabulary

- A. 1. convenience store
 2. coffee shop
 3. turn right
 4. shoe store
 5. fire station
 6. turn left
 7. go straight
 8. corner

- Q. Where is the bank?
 A. It's on the left.

Speaking

- A. 1. Go
 2. right
 3. left
- B. 1. Go straight
 2. Turn
 3. Go straight
 4. turn right

Connect

- B. 1. No 2. Yes 3. No 4. No
- C. 1. opposite
 2. behind
 3. near

Reading & Writing

- A. 1. gas station
2. bakery
3. go straight
4. traffic light
5. right
6. market
7. corner
8. convenience stores
- B. c. Getting to Town from My House

Unit 7 My Free-time Activities

- A. 1. see friends
2. play volleyball
3. chat online
4. do martial arts
5. comic store
6. guitar lessons
7. go diving
8. go ice skating
- B. 1. do martial arts
2. take guitar lessons
3. go to a comic store
4. go diving
5. go ice skating
6. play volleyball
7. chat online
8. see friends
- C. 1. Yes 2. Yes 3. No 4. No
5. No 6. No 7. Yes 8. Yes
- D. 1. sees
2. does
3. takes
4. go
5. go
6. plays

Listening

- A. 1. No 2. Yes 3. Yes
4. No 5. Yes 6. No
- B. Monica go ice skating
take guitar lessons
Both see friends
chat online
Phoebe go diving
play volleyball

Writing

- A. 1. I take guitar lessons
2. She sees friends
3. What does he do every Friday
4. What do you do every Sunday

- B. 1. She goes ice skating.
2. What does he do every Tuesday?
3. They see friends.
4. I take guitar lessons.

Vocabulary

- A. Across 3. walk
4. quiz shows
7. basketball
8. surf the Net
- Down 1. playground
2. drama club
5. work on
6. cycling

Speaking

- A. 1. They go for two hours.
2. How long do you go to the playground for?
3. He watches for one hour.
4. How long do you work on the garden for?
5. How long do you play basketball for?
6. How long does she go for a walk for?

- B. (answers will vary)

Connect

- B. 1. Yes 2. No 3. Yes

- C. b. swimming

Reading & Writing

- A. 1. works on the garden
2. goes cycling
3. goes to the drama club
4. takes guitar lessons
5. play basketball
6. chat online
7. surf the Net
8. see friends

- B. a. What We Do in Our Free Time

Unit 8 Future Plans

- A. 1. check (my) homework
2. blog
3. do housework
4. sleepover
5. walk the dog
6. gymnastics
7. golf
8. help out

- B. 1. I'm checking my homework.
 2. I'm blogging.
 3. I'm doing housework.
 4. I'm having a sleepover.
 5. I'm walking the dog.
 6. I'm going to gymnastics.
 7. I'm golfing.
 8. I'm helping out a friend.

C. 1. a 2. b 3. b 4. a

- D. 1. He's blogging.
 2. He's doing his homework.
 3. They're golfing.
 4. She's going to gymnastics.
 5. He's helping out his friend.
 6. He's walking the dog.

Listening

A. 1. c 2. b 3. a 4. d

B. 1. d 2. b 3. a
 4. c 5. e 6. f

- C. 1. doing housework
 2. having a sleepover
 3. They're going to gymnastics on Tuesday.
 4. They're golfing on Sunday.

Writing

- A. 1. Layla
 2. Vanessa
 3. Johnny
 4. George
 5. Heath
 6. Anna

B. (answers will vary)

Vocabulary

- A. 1. type
 2. repair
 3. dentist
 4. bike shop
 5. organize
 6. recycling
 7. purchase
 8. mall



Speaking

A. 1. b 2. a 3. a 4. a

B. (answers will vary)

Connect

B. 1. a 2. a 3. b 4. b

Reading & Writing

- A. 1. typing a paper
 2. checking my homework
 3. do housework
 4. walking our dog
 5. repair his glasses
 6. going to the recycling center
 7. go to the bike shop
 8. going to the mall

B. b. My Busy Weekend

Unit 9 Comparing Things

- A. 1. bright
 2. screen
 3. large
 4. desktop
 5. tiny
 6. keyboard
 7. cheap
 8. mouse

- B. 1. desktop
 2. keyboard
 3. bright
 4. tiny
 5. mouse
 6. cheap
 7. screen
 8. large

C. 1. True 2. False 3. True 4. True

- D. 1. tiniest
 2. largest
 3. brightest
 4. cheapest

Listening

A. 1. No 2. No 3. Yes 4. No

B. a

C. 1. c 2. b 3. a

Writing

A. 1. c 2. b 3. a 4. c

B. (answers will vary)

Vocabulary

- A. Down** 1. USB
3. advanced
4. colorful
6. powerful
- Across** 2. webcam
5. laptop
7. expensive
8. printer

Speaking

- A.** 1. least
2. is
3. the least
4. the most
5. is the most
6. the most

Connect

- B.** 1. No 2. Yes 3. Yes 4. No
- C.** 1. most advanced
2. powerful car
3. most expensive watch
4. most colorful

Reading & Writing

- A.** 1. tiniest
2. colorful
3. desktop computer
4. expensive
5. advanced
6. laptop
7. cheapest
8. webcams
- B.** c. Our Different Computers

