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Scope and Sequence

Unit	Title	Learning Points	Vocabulary
1	Give It a Try!	- New environments and activities - Talking about trying new things	Activities: act in a play, code, create a playlist, design a website, do karate, edit a video, go to a concert, join a club, learn a language, learn photography, paint a mural, play an instrument, record a podcast, support a team, take a first aid course, try a new recipe
2	An Accident-filled Day	- Mishaps and annoyances - Talking about activities in the past or recent past	Accidents: break, drop, find, knock over, lose, smash, spill, trip Habits and routines: be a fan of, have a broken arm/leg, have a pet, know your best friend, play lacrosse, play the violin, study English, work on a project
3	Great Ideas from the Past	- Inventions, discoveries, and famous structures - Talking about past events in history	Inventions: cement, compass, elevator, light bulb, microscope, seat belt, telephone, thermometer Discoveries: gravity, oxygen, Pluto, X-ray Structures: Eiffel Tower, Empire State Building, Golden Gate Bridge, Taj Mahal
4	You Should Have...	- Giving advice - Regrets about bad behavior	Actions: ask for permission, be grounded, be punished, be respectful, cheat on a test, copy someone's homework, fail an exam, feel guilty, fight, get detention, get good grades, gossip, say sorry, tell the truth, train more, win an award
5	Being a Tourist	- Talking about going on a tour - Talking about overtourism issues	Actions: experience the culture, explore new places, go backpacking, observe local wildlife, sample the food, socialize with the locals, take in the sights, wander around Problems: destroy nature, disrespect local customs, endanger animals, ignore warnings, overcrowd, poach, ruin tourist destinations, waste natural resources
6	You Must Be...	- Guessing situations and people's thoughts - Making deductions	Adjectives: amusing, ashamed, confusing, disappointed, embarrassing, exhausted, fascinating, impressed, jealous, offensive, overwhelmed, painful, relaxing, satisfied, shocking, terrifying
7	I Wish I Were...	- Desires and goals - Talking about wishes and future plans	Actions: apply for a job, donate money, offer rides, record an album, sail around the world, shop online, start a business, volunteer Objects: credit card, driver's license, yacht Adjectives: creative, older, retired, talented, wealthy
8	The Future	- Future activities - Making predictions about the future	Future transportation: jetpack, rocket, space elevator, space tourism Places: moon, planet, space, underwater Ways of life: charge our cars, fly drones, have AI friends, have virtual schools, live in very tall towers, own robots, travel through time, use holograms
9	Rules and Laws	- Things we have to do and are allowed to do - Talking about cause and effect	Actions: break my leg, check my eyes, cut my hair, do my own laundry, dry clean my clothes, eat fast food, get an allowance, have a curfew, look after my siblings, mow the lawn, prepare my own breakfast, remove my tooth, repair my phone, steal my wallet, take my picture, use my tablet
10	Achieving My Goals	- Personal future - Talking about the close and far future	Actions: assist the elderly, attend school, celebrate my graduation, concentrate on studies, contact a service center, create an app, cure a disease, develop content, do experiments, earn a big salary, lead my band, participate in a contest, perform to a crowd, rent a cabin, tour the world, work out

WELCOME

Characters: Alex, Daniel, Jenny, Li, Mateo, Nadir

Time: years, time expressions, frequency



Structures	Writing	CLIL	Project
• Negative Questions Haven't you joined a club? • Tag Questions You have tried a new recipe, haven't you? She is acting in a play, isn't she?	Personal essay	Art: Marcel Duchamp: New Art for a New World	Presentation
• Past tense vs. present perfect I spilled my juice yesterday. I have just spilled my juice. • Present perfect with <i>for</i> and <i>since</i> to talk about duration I have studied English for five years. I have studied English since 2020.	Autobiography	Science: Learning Saves Lives	Debate
• Past passive The seatbelt was invented by Nils Bohlin. • When with past passive When was the Eiffel Tower built? It was built in 1889.	Expository essay	History: History of Transportation	Presentation
• Should have + past participle You should have been respectful. He should not have fought at school. • Third conditional + <i>would have</i> If I had asked for permission, I would not have been punished. If she had trained more, she would have won an award.	Compare and contrast essay	History: The Story of the Titanic	Discussion
• Infinitives with stative verbs (<i>want, decide, plan, hope, wish, expect</i>) We hope to socialize with the locals. He expected to wander around in the city. • Gerunds as a subject Poaching endangers animals. Not disrespecting local customs is important.	Cause and effect essay	Science: Eco-tourism: Spending for the Future	Debate
• Modals of deduction (<i>must</i>) You must be satisfied. He must be ashamed. • Must have with past participles It must have been terrifying. She must have been impressed.	Critical essay	Science: Life before Electricity	Presentation
• Wish to talk about desires I wish I were creative. She wishes she had a credit card. • Second conditional to talk about hypothetical situations If I were retired, I would volunteer.	Compare and contrast essay	Social Studies: Sailing around the World	Presentation
• Wh-questions with <i>will</i> to ask about future predictions Where will we travel? How will we go to school? • Yes/No questions with <i>will</i> Will we have flying cars? Yes, we will. / No, we won't.	Expository essay	Science: The Future of Food?	Discussion
• Causative verbs (<i>make, have, let</i>) My dad makes me do my own laundry. • Causative verbs <i>have</i> and <i>get</i> with past participles I had my picture taken.	Persuasive essay	Social Studies: The Three Branches of Government	Discussion
• Future progressive I will be doing experiments. • Stative verbs with future progressive I think I will be celebrating my graduation.	Process essay	Social Studies: Our Changing Ambitions	Debate

Welcome

Objectives

- Meet the friends
- Years
- Time expressions and frequency

Materials

- Hang Out! Plus Student Book, Workbook
- A/V equipment or Classroom digital materials

A Listen and write the names. Then, match.

 5 min.

- Tell students to open their Student Book to **page 6**. Draw students' attention to the picture of the friends. If students have already studied previous levels of Hang Out! Plus, ask them if they remember the characters' names.
- Play **audio track 002** and tell students to listen the first time.
- Play the audio track again, and this time, ask students to write the names of each character in the blank spaces and match them with the corresponding descriptions.

B Listen and repeat. Then, write the years in words. 5 min.

- Direct students' attention to the top of **page 7**.
- Play **audio track 003** and tell students to listen the first time.
- Play the track again and have students repeat. Then, ask them to write the years in words in the blank spaces.

C Match the years. 5 min.

- Have the students look at the written years.
- Read each year and have students repeat after you.
- Next, tell students to match the written years to the numbers.
- Go over answers as a class.

D Write the years in numbers. 2-3 min.

- Direct students' attention to the written years at the bottom of **page 7**. Ask students to read each year aloud.
- Next, ask students to write the numbers on the lines.
- Go over answers as a class.

E Listen and complete the conversations with the phrases in the box. 5 min.

- Ask students to look at the note at the top of **page 8**. Explain that each word in the left column can be matched with any word from the right column to describe how often something is done.
- Play **audio track 004** and ask students to listen the first time.
- Play the track again and have students fill in the blank spaces using words from the box.
- (Optional) Pair students up and have them read the dialogues, taking turns to play the part of each character.

WELCOME

Meet the Friends!

- Meet the friends
- Years
- Time expressions and frequency



A Listen and write the names. Then, match.

Nadir Jenny Alex Mateo Li Daniel

- | | | |
|------------------|--|-------------------------|
| 1. <u>Alex</u> | | a. friendly |
| 2. <u>Jenny</u> | | b. loves painting |
| 3. <u>Daniel</u> | | c. from Ecuador |
| 4. <u>Li</u> | | d. confident |
| 5. <u>Mateo</u> | | e. likes computer games |
| 6. <u>Nadir</u> | | f. plays rugby |

6

E Listen and complete the conversations with the phrases in the box.

once a day
three times a month
five times a week

twice a year
once a week
six times a month

once
twice
three times
five times

a day
a week
a month
a year



How often do you clean your room?

Usually once a week, but my mom wants me to do it once a day.



How often do you do homework?

I do homework five times a week.
I have a lot of homework.



How often do you play rugby?

I play rugby six times a month.



How often does your teacher give you a test?

She usually gives us a test twice a year. I don't like tests.



How often do you go to the movie theater?

I love movies, so I usually go three times a month.
I would like to go every day, though.



B Listen and repeat. Then, write the years in words.

1 2015

Twenty fifteen

2 1825

Eighteen twenty-five

3 1963

Nineteen sixty-three

4 2036

Twenty thirty-six

5 1910

Nineteen ten

6 1801

Eighteen oh one

C Match the years.

- | | |
|-------------------------|---------|
| 1. eighteen sixty-seven | a. 1999 |
| 2. nineteen ninety-nine | b. 2016 |
| 3. two thousand sixteen | c. 2002 |
| 4. twenty fifty-five | d. 1953 |
| 5. two thousand two | e. 1867 |
| 6. nineteen fifty-three | f. 2026 |
| 7. twenty twenty-six | g. 2055 |

D Write the years in numbers.

- | | |
|-------------------------|------|
| 1. sixteen seventy-four | 1674 |
| 2. eighteen ten | 1810 |
| 3. nineteen fifty-one | 1951 |
| 4. two thousand one | 2001 |
| 5. twenty forty-eight | 2048 |

WELCOME

7

F Look at the calendar. Match. 5 min.

- Ask students to look at the top of page 9 and tell you what they can see (a calendar).
- Go through each of the time adverbs around the calendar.
- Ask students to match the time adverbs to the corresponding dates on the calendar.
- Go over the answers as a class.

G Listen and check. 2-3 min.

- Ask students to look at the sentences in part G.
- Play audio track 005 and ask students to listen the first time.
- Play the track again, and this time, ask students to check the "True" or "False" box, depending on whether the sentences are true or false.
- Go over the answers as a class.

Girl: What are you doing today, Ron?

Boy: I'm taking a guitar lesson.

Girl: Oh, really? How often do you take guitar lessons?

Boy: I take guitar lessons once a week.

Girl: Oh, and how often do you practice the guitar?

Boy: I usually practice three times a week.

Girl: When did you play the guitar last?

Boy: I played the guitar two days ago.

Girl: And when did you start to play the guitar?

Boy: I started in 2021.

Girl: Wow! That's awesome! I'm going to start playing the guitar next year, too!

005

H Find three classmates. Ask and fill in the table.

2-3 min.

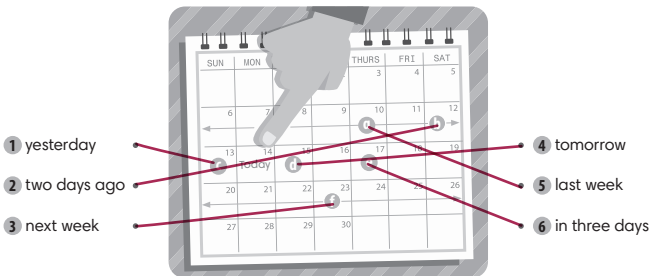
- Direct students' attention to the table at the bottom of page 9.
- Ask students to stand up and walk around the classroom.
- Instruct students to find three classmates and ask them the four questions in the table.
- Students should fill in the table with the information from each classmate.

More practice

Assign pages 2 to 5 of the Workbook as homework. Alternatively, if time remains, students can start on the Workbook in class.

WB

F Look at the calendar. Match.



G Listen and check.

- The boy takes guitar lessons once a week.
- The boy practices the guitar five times a week.
- The boy played the guitar two days ago.
- The girl started playing the guitar last year.

True	False
☒	☐
☐	☒
☒	☐
☐	☒

H Find three classmates. Ask and fill in the table.

Name	What is your hobby?	How often do you do it?	When was the last time you did it?	When did you start?
Ellie	playing baseball	twice a week	yesterday	in 2020

WELCOME

9

UNIT 1 Give It a Try!

Unit Objectives

- New environments and activities
- Talking about trying new things

Lesson Objectives

Students will be able to:

- recognize and name the first set of eight key vocabulary items
- talk about trying new things

Key Vocabulary Vocabulary set 1

paint a mural, learn a language, play an instrument, go to a concert, design a website, do karate, join a club, support a team

Core Structure

- **Negative questions**
Haven't you joined a club?

Materials

- Hang Out! Plus Student Book, Workbook
- A/V equipment or Classroom digital materials



A Look at the picture. Then, listen and watch.

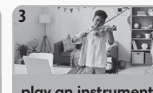
B Listen and say.



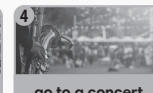
paint a mural



learn a language



play an instrument



go to a concert



design a website



do karate



join a club



support a team

10

Warm Up 5 min.

- Have students open their Student Book to **page 10**.
- Read the title of the lesson and the learning points.
- Ask students the focus question: **T** "What is something you would like to try this year?" Call on students individually to answer. If students have difficulty coming up with ideas, talk about what you would like to try this year. Encourage different students to give different answers.

A Look at the picture. Then, listen and watch.

10 min.

- Focus students' attention on the main picture on **pages 10 and 11**.
- Talk about the main picture. Explain the situation shown in the picture. **T** "Everyone is trying many new things. There's Alex [point to Alex,] and Mateo [point to Mateo]. They are painting a mural at school. And Nadir [point to Nadir] is designing a website on his computer. Can you see Jenny [point to Jenny]? She joined a club and is trying Karate. Then, there is Daniel [point to Daniel], he is at home supporting his team on TV. Li [point to Li] is also trying something new. She joined the same club as Jenny and is playing an instrument."
- Play **audio track 006**.
- Play the animation.

Daniel: My new school has so many fun clubs and activities. I am excited to try new things.

Jenny: What are you going to try?

Daniel: Well, I want to learn a language. I don't know which language I want to learn, though. Don't you speak another language?

Jenny: Yes, I learned French when I was a little kid. It was hard to learn.

Daniel: That sounds like too much work. Maybe I will try something different.

Jenny: You could learn to play an instrument. Do you like music?

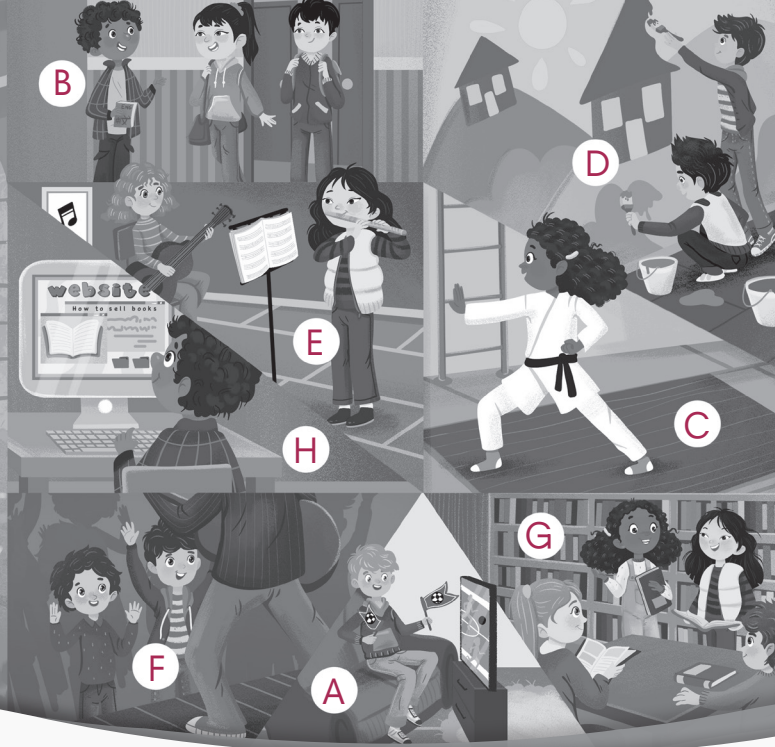
Daniel: I love music! Maybe I will learn to play the guitar. I could even go see a concert!

Jenny: Going to a concert sounds fun.

Daniel: Haven't you ever been to a concert? You have to try it!

B Listen and say. 5 min.

- Focus students' attention on the vocabulary list on the bottom left-hand side of the pages.
- Tell students to listen and repeat after the audio.
T "Listen to the phrases. Look at the pictures and say the phrases."
- Play **audio track 007**. Make sure the students are following along and repeating the phrases.
- Play the audio track again and have students point at the images at the bottom of the page.



C **Look at the pictures. Then, listen and write the letters.**

D **Look at the pictures. Ask and answer.**



Don't you play an instrument?

Haven't you learned a language?

Yes, I do. I play the piano.

No, I haven't learned a language.



UNIT 1

11

More practice

Assign **pages 6 and 7** of the Workbook as homework. Alternatively, if time remains, students can start on the Workbook in class.



C **Look at the pictures. Then, listen and write the letters.** **5-10 min.**

- Play **audio track 008**. Have students listen to each phrase and write the corresponding letters in the circles on the picture.

T "Listen. Find the phrase in the picture. Write the letter."

- To review key vocabulary, you can use downloadable flashcards and vocabulary tests.

D **Look at the pictures. Ask and answer.** **10 min.**

- Tell students to look at the dialogues in part D on **page 11**.
- Put students in pairs. **T** "Sit with a partner." Have them practice the dialogue by reading the sentences in the box.
- Have students look at the main picture and continue to ask questions about the key vocabulary in the main picture.
- Choose two or three students and have them stand and perform the dialogues for the class.

(possible answers)

1. Didn't Jenny and Li join a club?
2. Didn't Nadir learn a language?
3. Haven't you painted a mural?
4. Haven't you gone to a concert with Alex?

Lesson Objectives

Students will be able to:

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

Materials

- Hang Out! Plus Student Book, Workbook

Warm Up ⌚ 5 min.

- Tell students to look at the pictures on **pages 10 and 11**. As a review, ask students what they can see. Encourage different students to provide all of the phrases from vocabulary set 1 (introduced in lesson 1).
- Next, ask students to think about various activities they may have done. Choose a student and ask him/her:
T "Haven't you supported a team?" to elicit a response.
S "Yes, I have. / No, I haven't supported a team." Call on different students to speak. Use varying vocabulary words and encourage the students to provide different answers.

Reading

A Read. ⌚ 10 min.

- Focus students' attention on the newspaper article in the Reading section on **page 12**.
- Read the newspaper article to the students, pausing after each paragraph. Ask questions about the newspaper article and elicit answers from the students.
- Tell students to write the answers to complete the questions at the bottom of the page. Circulate around the class to observe and assist students where necessary.
- Finally, reread the passage. Call on students to read a paragraph or sentence at a time.

B Read and answer.

- Read the newspaper article again. Call on students to read one paragraph or sentence at a time.
- Tell students to write the answers to complete the questions at the bottom of the page. Circulate around the class to observe and assist students where necessary.

A Read.

LOCAL STUDENTS HELP THE COMMUNITY



Students from Arbordale Middle School have been spending their weekends helping their community. The students started a community service club that works on many different projects.

For one project, students painted a mural on Main Street. The mural shows scenes of the history of Arbordale. First, the students researched the history of the town. After that, they designed the mural. Then, they grabbed their paints and got to work. Anna Smith is a student who helped paint the mural. She said, "Don't you think the mural makes Main Street more beautiful? It can also help us all learn about the history of our town!"

For another project, the students organized a concert. But they didn't ask a famous band to play. Instead, the band was made up of kids from Arbordale Middle School. They played their instruments for everyone in town. The students practiced playing their instruments for weeks. They played new songs and old songs—something for everyone. The concert was free, so anyone could go.

Students from the community service club even designed a website. The website has information about the town of Arbordale and all of the important things going on. You can also find a calendar of upcoming events. For example, next week, an author will be doing a book signing at the library.

Haven't you ever wanted to help your community? If you have, you can join the Arbordale Middle School community service club.

B Read and answer.

1. What is the purpose of the club that the students started?
The purpose of the club is to help their community.
2. What does the students' mural show?
The mural shows scenes from the history of Arbordale.
3. Who played in the concert?
Kids from Arbordale Middle School played in the concert.
4. What information did the students put on the website?
On the website, students put information about the town and important things going on.
5. Which of these activities did the community service club NOT do?
☐ a paint a mural ☒ b learn a language ☐ c have a concert

12

Speaking

A Work with a partner. Make a list of activities you have both done before. ⌚ 5 min.

- Have students look at **page 13**.
- Tell students to think about different activities that they have done before.
- Put students in pairs. **T** "Sit with a partner." Have them ask and answer each other about what activities they have done before. Then, ask students to write down six activities that they have in common with their partner.
- Give students roughly three minutes to write the activities.
- Circulate around the class to observe and assist students where necessary.

A Work with a partner. Make a list of activities you have both done before.

B Ask three classmates about the activities you wrote above. Then, fill in the table.

 Haven't you joined a club?	Yes, I have. / No, I haven't.	
Don't you do karate?	Yes, I do. / No, I don't.	

Activity	Classmate 1	Classmate 2	Classmate 3
	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐
	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐
	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐
	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐
	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐
	Yes ☐ No ☐	Yes ☐ No ☐	Yes ☐ No ☐

B Ask three classmates about the activities you wrote above. Then, complete the table. ⌚ 15 min.

- Focus students' attention on the model dialogue. Select two students in the class to read the lines for each of the characters. **T** "Can you read the dialogue? You be Daniel, and you be Jenny."
- Use the model dialogue to demonstrate the answer/question exchange, and how to complete the activity in part B.
- Have students walk around the class and ask classmates about what activities they have done using the model dialogue and write their answers in the table.
- Give the students five to six minutes to finish the activity.
- Choose one student and ask him/her about one of their classmates. **T** "Hasn't Sarah done karate?" After the student has responded, choose another student in the class. The first student should ask a question to the second student. Next, choose a third student. This time, the second student asks a question to the third student. Continue the chain with each student first answering a question before asking the next student a question.



More practice

Assign **pages 8 and 9** of the Workbook as homework. Alternatively, if time remains, students can start on the Workbook in class.

UNIT 1 Give It a Try!

Lesson Objectives

Students will be able to:

- encounter and explore a story linked to the theme of the unit
- recognize and name the second set of eight key vocabulary items
- ask about what someone has done or will do

Key Vocabulary Vocabulary set 2

try a new recipe, code, take a first aid course, create a playlist, edit a video, act in a play, record a podcast, learn photography

Expansion Structure

Tag questions

You have tried a new recipe, haven't you?

Materials

- Hang Out! Plus Student Book, Workbook
- A/V equipment or Classroom digital materials

Warm Up 5 min.

- Tell students to look back at the tables they made on **page 13**. Choose one student and ask him/her if they have done an activity before. **T** "Haven't you played an instrument?" **S** "Yes, I have. / No, I haven't." Call on different students in the class and ask them if they have done various activities.

Story

A Listen and write. Then, watch. 5 min.

- Tell students to turn to **page 14**. Focus their attention on the comic strip.
- Ask students two questions about the pictures and elicit answers.
 1. Point to the first frame. **T** "What are Alex and Mateo looking at?" (posters)
 2. Point to the second frame. **T** "What club is Mateo pointing at?" (The Coding Club)
- Play **audio track 009**. 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 fill in the blanks.
- Play the animation.



A Listen and write. Then, watch.

Mateo There are so many clubs at our school. Which club should I join?

Alex Haven't you joined a club yet? I'm part of the photography club. Taking pictures is a great hobby.

Mateo No, I haven't. I can't decide.

Alex What about the video club? You like recording videos, don't you?

Mateo I do like recording videos, but editing them is difficult and takes too much time. Besides, I want to try something new.

Alex Hmm. What about the coding club?

Mateo That sounds interesting. Learning coding is very helpful, isn't it?

Alex Yes, and it can be a lot of fun, too. You can even develop your own video game.

Mateo That sounds incredible. OK, I'm definitely joining the coding club.



B Role-play the story.

C Read the story again. Then, answer.

1. What are Alex and Mateo talking about?
 - a making a new club
 - b joining a club**
 - c recording videos
2. What does Mateo say about editing videos?
 - a It's easy.
 - b It takes a long time.**
 - c It takes a lot of money.
3. Why does Mateo NOT want to join the video club?
 - a He doesn't need to practice editing videos.
 - b He doesn't know how to record videos.
 - c He wants to try something new.**
4. How does Mateo describe coding?
 - a helpful**
 - b useful
 - c enjoyable

14

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.

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 circle one.
- Review answers as a class.

A **Listen and say.**

try a new recipe



code



take a first aid course



create a playlist



edit a video



act in a play



record a podcast



learn photography

B **Listen and write the letters.****C** **Listen. Then, look at the pictures. Ask and answer.**

You haven't taken a first aid course, have you?

No, I haven't.

She is learning photography, isn't she?

Yes, she is.



No



No



Yes



Yes



No



Yes

UNIT 1

15

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

- Focus the students' attention on the model dialogue in part C. Play **audio track 012**.
- Split the class into two groups, A and B. Instruct group A to repeat the question aloud after you. Then, have group B repeat the answer after you. Have groups swap roles and ask/answer again.

Daniel: You haven't taken a first aid course, have you?**Li:** No, I haven't.**Daniel:** She is learning photography, isn't she?**Li:** Yes, she is.

- Tell students to look at the six pictures. Put students in pairs and assign one student to be Student A and the other to be Student B. Tell Student A to make a question based on picture one. Student B responds.
- Then, have students swap roles and run through the exercise again for each of the images.

Answers

- You haven't recorded a podcast, have you?
→ No, I haven't.
- You haven't tried a new recipe, have you?
→ No, I haven't.
- She is learning photography, isn't she?
→ Yes, she is.
- He is acting in a play, isn't he?
→ Yes, he is.
- You haven't created a playlist, have you?
→ No, I haven't.
- He/She is taking a first aid course, isn't he/she?
→ Yes, he/she is.

More practice

Assign **pages 10 and 11 (speaking section)** of the Workbook as homework. Alternatively, if time remains, students can start on the Workbook in class.

Expand

A **Listen and say.** **5 min.**

- Have students look at the key vocabulary on **page 15**.
- Tell students to listen and repeat after the audio.
- Play **audio track 010**. Make sure the students are following along and repeating the words and/or phrases.

B **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 letters they hear next to each picture.
- Play **audio track 011**. 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?"

UNIT 1 Give It a Try!

Lesson Objectives

Students will be able to:

- review and practice both grammar structures for the unit using previously encountered key vocabulary

Materials

- Hang Out! Plus Student Book, Workbook
- A/V equipment or Classroom digital materials

Warm Up ⌚ 5 min.

- Ask students to recall the two grammar structures from the unit.
- Write the first grammar structure on the board. Explain how to construct sentences with this grammar structure. Ask students to plug other words into the structure to form new sentences.
- Write the second grammar structure on the board. Explain how to construct sentences with this grammar structure. Ask students to plug other words into the structure to form new sentences.
- (Optional) With a strong class, you can have students come to the front and write sentences using both grammar structures.

Grammar

Grammar structure 1 ⌚ 10 min.

- Tell students to turn to **page 16**. Focus students' attention on the table: Negative Questions.
- Write "Haven't you joined a club?" and "Don't you go to a concert?" on the board. Explain that negative questions are used to confirm information or to show surprise at something.
- Explain the rules: For actions that occurred or thought to occur in the past, use "haven't you," whereas when talking about the present use "don't you." **T** "Make negative questions using 'haven't you' to confirm information or show surprise about past actions. Use 'don't you' for actions in the present. For example, 'Haven't you joined a club?' or 'Don't you go to a concert?'"

A Unscramble the questions. ⌚ 10 min.

- Give students roughly five minutes to complete the grammar activity. Circulate around the class to check students' work and comprehension.
- Go over the answers together as a class.

Negative Questions

Haven't you joined a club?

Don't you play an instrument?

Negative questions can be used to:

- confirm information - Don't you play tennis?
- show surprise - Haven't you created a playlist before?

A Unscramble the questions.

- done / haven't / karate / you
Haven't you done karate?
- concert / a / gone / you / haven't / to
Haven't you gone to a concert?
- support / you / team / don't / a
Don't you support a team?
- designed / you / haven't / website / a
Haven't you designed a website?
- mural / you / painted / haven't / a
Haven't you painted a mural?
- podcast / don't / record / you / a
Don't you record a podcast?

Tag Questions

You have tried a new recipe, haven't you?

She is acting in a play, isn't she?

B Rewrite the simple questions as tag questions.

- Have you recorded a podcast?
You have recorded a podcast, haven't you?
- Is he learning a language?
He is learning a language, isn't he?
- Has she edited a video?
She has edited a video, hasn't she?
- Have we gone to a concert together?
We have gone to a concert together, haven't we?
- Are they taking a first aid course?
They are taking a first aid course, aren't they?
- Have you created a playlist?
You have created a playlist, haven't you?

16

Grammar structure 2 ⌚ 10 min.

- Focus students' attention on the table: Tag Questions.
- Write "You have tried a new recipe, haven't you?" and "She is acting in a play, isn't she?" on the board. Explain that tag questions are used to confirm or check information, often expecting the listener to agree with the statement.
- Explain the rules: Provide a positive statement with a negative tag question. **T** "Use need to for obligations, things that must be done. For example, 'They need to purchase some books.' or 'She needs to go to the bike shop.'"

B Rewrite the simple questions as tag questions.

⌚ 10 min.

- Give students roughly five minutes to complete the grammar activity. Circulate around the class to check students' work and comprehension.
- Go over the answers together as a class.

More practice

Assign **page 11 (grammar section)** of the Workbook as homework. Alternatively, if time remains, students can start on the Workbook in class.

WB

Writing Guide

A **personal essay** describes something that you have experienced. It describes the actions and events that took place. Its main aim is to clearly describe what you did, saw, heard, and felt.

Personal Essay Style

In a personal essay, it is important that you share your experience with the reader in a way that helps them imagine it.

So, talk about what you saw, heard, smelled, or tasted using descriptive language. Verbs, adjectives, and detailed nouns can all help to "paint a picture."

For lunch, I ate a bowl of soup and a sandwich. → For lunch, my mom kindly made me a big, steaming bowl of tomato soup and a delicious cheese sandwich.

A Read the essay excerpt. Circle the adjectives and underline the verbs.

Soon, we were hungry and Jocelyn's mom told us that there was a food stall nearby where we could get some traditional St. Lucian food. I tried green fig and saltfish, which is the national dish of St. Lucia. The lady at the stall told me that saltfish is a type of preserved cod. When I took my first bite, I was surprised to find that there were no figs in it at all. The "green figs" are actually green bananas. They are quite hard and not very sweet, but they taste refreshing with the soft, salty, white fish. I loved the pickled peppers in the dish, too, which are slightly spicy. It was a perfect combination of delicious ingredients.

Full essay on page 140

B Read the topic and brainstorm.

Topic: A New Experience

What new experience did you try?	_____
Where did it take place?	_____
Who was there?	_____
What did you do, see, and hear?	_____
How did the experience make you feel?	_____

C Plan and write your five-paragraph essay. Go to page 87 in the Workbook.

UNIT 1

17

Warm Up ⌚ 5 min.

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

Writing

Writing Guide ⌚ 5 min.

- Tell students to turn to **page 17**. Focus students' attention on the box at the top of the page.
- Explain to students that a personal essay is an essay you write about something you have experienced.
- Briefly read and discuss each part of a personal essay using the information in the box.

Lesson Objectives

Students will be able to:

- read an example writing paragraph
- prepare for a writing activity
- write a five-paragraph essay

Materials

- Hang Out! Plus Student Book, Workbook
- A/V equipment or Classroom digital materials

- Inform the students that they will be using this format for the writing activity in parts A and C.

A Read the essay excerpt. Circle the adjectives and underline the verbs. ⌚ 5 min.

- Focus students' attention on the paragraph in part A.
- Read the paragraph out loud and have students listen.
- Next, tell students to reread the text by themselves. Tell them to circle the adjectives and underline the verbs in the text. If students are struggling to find some of the verbs or adjectives, give them small hints, such as what sentence they can be found in. **T** "Read the essay excerpt. Circle the adjectives and underline the verbs."
- Review the correct answers as a class.

B Read the topic and brainstorm. ⌚ 10 min.

- Focus students' attention on the table at the bottom of **page 17**.
- Tell students to complete the table with information about one of their own experiences. Encourage them to use complete sentences and the grammar structures learned in the previous lesson when possible.
- Give students roughly ten minutes to complete the activity.
- Circulate and monitor the students, providing assistance where necessary.

C Plan and write your five-paragraph essay. Go to page 87 in the Workbook. ⌚ 15 min.

- Instruct students to open their Workbooks to **page 87**.
- Explain to the students that they will be writing a five-paragraph essay on the topic "A New Experience."
- First, direct the students to the essay template on **page 87**. Instruct the students to use the provided template to write their own five-paragraph essay on the topic.
- Explain to the students that they will use the information from their pre-writing table on **page 17** in their Student Book to write an essay about a new experience they have had.
- Allow students roughly ten to fifteen minutes to write their essays.
- (Optional) If students finish early, provide feedback and encourage them to revise their essays.

More practice

Assign **page 13** of the Workbook as homework. Alternatively, if time remains, students can start on the Workbook in class.

WB

UNIT 1 Give It a Try!

Lesson Objectives

Students will be able to:

- recognize some target vocabulary and grammar while learning about an engaging topic
- practice using visual clues to assist in reading comprehension
- develop listening skills and answer questions about a text

Materials

- Hang Out! Plus Student Book, Workbook
- A/V equipment or Classroom digital materials

Warm Up ⌚ 5 min.

- Choose a student and ask him/her about an activity you think they may have done before. **T** "You have acted in a play, haven't you?" **S** "Yes, I have / No, I haven't acted in a play." Next, ask the rest of the class if they have done the activity by raising their hands. **T** "Who has acted in a play? Raise your hands."
- Repeat with several activities to find out what most students have or have not done.

CLIL: Art

A ⌚ 15 min. Listen and read.

- Have students turn to **pages 18 and 19**.
- Point to the pictures and ask students: **T** "What do you see in the pictures?"
- Tell students to read along silently as they listen. Play **audio track 013**.
- Play the audio track again. This time, tell students to try to read aloud as they listen to the story.

B ⌚ 5 min. Read the questions and underline the answers.

- Focus students' attention on part B on **page 19**. Read the questions under each paragraph as a class.
- Tell students to find the answers within the text and underline them.
- Check answers as a class. Read the first question and select a student to answer. Repeat for the second question.

CLIL: Art

A ⌚ 013 Listen and read.



In the early twentieth century, culture and science were developing fast. Movies were invented, and Albert Einstein's 1905 Special Theory of Relativity had changed the way people understood time and space. Then, in 1914, World War I began. As the first war to make full use of tanks, airplanes, submarines, machine guns, and poisoned gas, it was more deadly than any before. Young people saw many of their friends die and lost trust in what they had been told by older generations. These events made Duchamp move away from the old world of painting altogether.

Q When did World War I start?



Thanks to Duchamp's work in the twentieth century, today's artists have a huge range of options to choose from. They don't just paint or make sculptures, but also create films and do performances. Doesn't that make you wonder what we will see in art galleries next?

18

MARCEL DUCHAMP NEW ART FOR A NEW WORLD

If being an artist means taking risks and trying new things, French artist Marcel Duchamp may be the greatest of all time. During the quickly changing twentieth century, no artist was more inventive, and many argue that Duchamp changed art forever. It's hard to believe that one man could do this, isn't it? Let's see how and why he did.

Duchamp was born in Normandy, France, in 1887. When he went to art school in 1904, he was taught traditional painting techniques. These focused on painting the world just like we see it. However, Duchamp was more interested in a more modern style of painting: "cubism," where the subject, for example an object, a person, or a landscape, is shown from many angles at the same time. Duchamp experimented with this until 1912, and the results shocked some viewers, perhaps because they showed that young people had begun to think differently.

Q What is cubism?



In Paris, Duchamp and a group of other young artists experimented with film, photography, collage, and printing. They held events at which they performed strange songs, poems, plays, and dances. They called this new type of art "dada," a word which had no real meaning. Then, in 1915, Duchamp had the idea that ordinary objects could be art if you put them in a gallery. He called these objects "readymades." They included a bicycle wheel, a snow shovel, and even a toilet! Sounds funny, doesn't it? Well, that was part of Duchamp's idea, too. He thought that art could be amusing as well as serious.

Q What was dada?



C ⌚ 5 min. Read and circle.

- Focus students' attention on part B on **page 19**. Read the questions and answer choices out loud.
- Tell students to try to circle the correct answers. Give students one to two minutes.
- Encourage students to use the text to help them answer the questions.
- Check answers as a class. Read the first question and select a student to give the answer. Repeat for the remaining questions.

D ⌚ 014 Listen and answer the boy's questions. ⌚ 10 min.

- Focus students' attention on part D. Give students directions about what they will hear. Read the answer choices out loud. Tell students to circle the correct answer for the questions they hear. **T** "Let's listen. There is a boy asking questions about art in the twentieth century. Listen and circle the correct answers for his questions."
- Play **audio track 014**.
- Check answers as a class. Read the boy's question aloud to the class. Call on students to provide the correct answer. Repeat with the second and third questions.

1. When did Marcel Duchamp begin his art education?
2. Who wrote the Special Theory of Relativity?
3. When did Duchamp first think of his readymades as art?

- Play the audio track again for students to check their answers.

B Q Read the questions and underline the answers.

C Read and circle.

1. What is the reading mainly about?
☐ a the lives of France's most famous artists
☐ b how art is bought and sold in Europe
☐ c the history of art during wartime
☒ d how art has changed over time
2. Which is NOT true about Marcel Duchamp?
☒ a He was told to make cubist paintings.
☐ b He decided to move away from traditional paintings.
☐ c He was part of a group of artists in Paris.
☐ d He put a snow shovel in an art gallery.
3. How might Duchamp have felt about painting in 1915?
☐ a that it took too long to make
☒ b that it wasn't as important as the war
☐ c that it was for people older than him
☐ d that it was the best way to make art
4. What were readymades?
☐ a photographs of objects in unusual places
☐ b paintings that included ordinary things
☒ c ordinary items that were shown in galleries
☐ d a type of film that included unusual people

D Listen and answer the boy's questions.

- | | | |
|---|--|---|
| 1. ☐ a in 1887 | ☒ b in 1904 | ☐ c in 1914 |
| 2. ☐ a Dada | ☐ b Duchamp | ☒ c Einstein |
| 3. ☒ a in 1915 | ☐ b in 1912 | ☐ c in 1905 |

E Discuss.

1. Do you think a toilet can be art?
2. What kind of art would you like to make?

UNIT 1

19



E Discuss. 5 min.

- Focus students' attention on part E at the bottom of **page 19**. Read the question to the class. Then, discuss the student's answers to the question. Encourage them to give different answers than their classmates and ensure every student participates. If students are struggling with the question, you can give your own answer as an example.
- Repeat with remaining questions.

More practice

Assign **page 12** of the Workbook as homework. Alternatively, if time remains, students can start on the Workbook in class.



UNIT 1 Give It a Try!

Lesson Objectives

Students will be able to:

- encounter some of the target vocabulary and grammar while working on a project
- develop writing and speaking skills by creating and presenting a presentation script and poster

Materials

- Hang Out! Plus Student Book
- Paper, colored pencils and/or crayons

Warm Up ⌚ 5 min.

- Write several key vocabulary words on the board. Then, in pairs, students will take turns asking and answering questions using the target structures. One student will ask a question, such as, **S1** “Don’t you play an instrument?” The other student will respond using the same structure, for example, **S2** “Yes, I do / No, I don’t.” Encourage students to use both grammar structures and alternate who is asking and answering the questions. Alternatively, the teacher can pose the questions and call on individual students to respond.

Project: Presentation

A Look and answer the questions. ⌚ 3 min.

- Focus students’ attention on the questions and pictures in part A at the top of **page 20**.
- Next, go through each of the questions and pictures and discuss them as a class.

B Research the topic of your presentation. ⌚ 15 min.

- Direct the students’ attention to part B at the bottom of **page 20**. Explain that they will be researching the provided topic.
- State the topic and answer any qualifying questions the students may have.
- Give students ten to fifteen minutes to research and write their ideas using the Research Guide. Students may use their phones, laptops, textbooks, etc. to research the topic.
- Circulate around the class to observe the students as they work and help any struggling students. You may ask students what they are doing to check comprehension and their ability to use the key vocabulary.

Presentation

A Look and answer the questions.

1. Look at the pictures below. What activities are the people doing? Which of these activities have you done before?
2. What are the advantages of doing these activities?
3. What do you need to do to participate in these activities?



B Research the topic of your presentation.

Topic: An Activity I Would Like to Try

RESEARCH GUIDE	NOTES
• Research and answer the questions. - Which activity would you like to try? - Where can you learn or practice this activity in your city or town? - What materials (if any) do you need to practice this activity? - What skills do you need to do this activity? - What are the advantages of doing this activity?	

C Create a poster. ⌚ 5 min.

- Give students five minutes to make and decorate a poster based on their research.

D Write your own presentation script. Use the speaking tip. ⌚ 10 min.

- Direct students to the speaking tip and table at the top of **page 21**.
- Read and explain the speaking tip and give examples of how to use it for their presentations.
- Give students about ten minutes to write their presentation scripts.

E Present your poster. ⌚ 10 min.

- Each student will come to the front of the class to present their poster and give their speech.
- Ask for volunteers to present first. If no one volunteers, pick students or choose a random order.

F Listen and give feedback. ⌚ 2 min.

- Direct the students’ attention to the evaluation charts at the bottom of **page 21**. Explain that they will be writing feedback about two of their classmate’s posters and/or performances.
- Give students roughly five minutes to write their reviews. Circulate around the room, helping any struggling students and asking questions about what the students are writing in their reviews and why.

C Create a poster.

D Write your own presentation script. Use the speaking tip.

Speaking Tip

- Read through your presentation aloud to practice before you present to your class. Reading through your presentation aloud is helpful because:
 - You will notice errors you may not have seen before.
 - You will improve your fluency and pronunciation.
 - You can decide when to pause for breaths and when to make eye contact with the audience.
 - You can practice projecting your voice and speaking loud enough for all of your classmates to hear.
- Practice idea:
Ask a classmate to practice together. Give each other feedback on pace, posture, projection, and clarity.

E Present your poster.

F Listen and give feedback.

Classmate's name: _____

Evaluation 1

	needs improvement	excellent
Spoke clearly	1-2-3-4-5	
Pace/Fluency	1-2-3-4-5	
Entertaining	1-2-3-4-5	
Understood the topic	1-2-3-4-5	
Used the speaking tip	1-2-3-4-5	

What did you like best about the presentation?

What can be improved?

Classmate's name: _____

Evaluation 2

	needs improvement	excellent
Spoke clearly	1-2-3-4-5	
Pace/Fluency	1-2-3-4-5	
Entertaining	1-2-3-4-5	
Understood the topic	1-2-3-4-5	
Used the speaking tip	1-2-3-4-5	

What did you like best about the presentation?

What can be improved?

UNIT 1

21

I can sentences:

Speaking

1. I can talk about trying new things.
2. I can talk about the activities I do or don't do.
3. I can ask and answer questions about what activities I have done before.

Listening

4. I can understand when someone talks about trying new things.
5. I can understand when someone asks a question about what I have done.

Reading

6. I can read and understand short passages about activities and what people have done at school.

Writing

7. I can write a five-paragraph essay about a new experience.

Check Up 10 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 and phrases at the top of the page. Ask students to check all of the words and phrases they know. **T** "Look at the words and phrases. Check the words and phrases you know."
- Walk around the class to briefly gauge the words and phrases that students have difficulty with. If you see the same words and phrases unchecked by many of the students, review these words and phrases.
- Direct the students back to the pages that contain images of these words and phrases.
- 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.

UNIT 2 An Accident-filled Day

Unit Objectives

- Mishaps and annoyances
- Talking about activities in the past or recent past

Lesson Objectives

Students will be able to:

- recognize and name the first set of eight key vocabulary items
- use and distinguish between the past tense and present perfect to describe actions that occurred in the past and the recent past

Key Vocabulary Vocabulary set 1

break, drop, find, knock over, lose, smash, spill, trip

Core Structure

- **Past tense vs. present perfect**

I spilled my juice yesterday. I have just spilled my juice.

Materials

- Hang Out! Plus Student Book, Workbook
- A/V equipment or Classroom digital materials

Warm Up 5 min.

- Have students open their Student Book to **page 22**.
- Read the title of the lesson and the learning points.
- Ask students the focus question: **T** "What is a mistake you have made recently?" Call on students individually to answer. If students have difficulty coming up with ideas describe some mistakes you have made recently (e.g. *tripping on a rock, breaking a mug, etc.*). Encourage different students to give different answers.

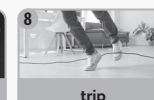
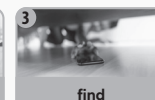
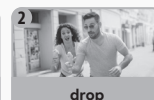
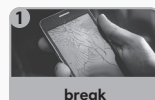
A 10 min. Look at the picture. Then, listen and watch.

- Focus students' attention on the main picture on **pages 22 and 23**.
- Talk about the main picture. Explain the situation shown in the picture. **T** "Jenny and Li just finished the first week of school. Jenny and Li are sitting on a bench talking about how the week went by. Li says she lost her keys today. Oh, no! Nadir has just tripped in front of them. He has dropped all of his books. Have you ever tripped and dropped things?"
- Play **audio track 015**.
- Play the animation.



A Look at the picture. Then, listen and watch.

B Listen and say.



Jenny: Our first week at our new school is going well, don't you think?

Li: Yes, I'm having a great time. Except...

Jenny: Except what?

Li: I lost my keys earlier today.

Jenny: Oh, no. I can help you find them if you want.

Li: That would be great. I always lose things. I lost my backpack yesterday, too.

Jenny: Uh oh!

Li: What's the matter?

Jenny: Nadir has just tripped. And he has just dropped all the books he was carrying!

Li: Oh, no! At least only we saw. He's so clumsy.

Jenny: Yesterday he knocked over my cup, and he spilled my juice everywhere.

Li: Wow! I'm glad no one got hurt.

B Listen and say. 5 min.

- Focus students' attention on the vocabulary list on the bottom left-hand side of the pages.
- 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 016**. Make sure the students are following along and repeating the words.
- Play the audio track again and have students point at the images at the bottom of the page.



C **Look at the pictures. Then, listen and write the letters.**

D **Look at the pictures and say.**

	I spilled my juice yesterday.	I have just spilled my juice.	
	He/She smashed a window last week.	He/She has just smashed a window.	
	They knocked over a glass last night.	They have just knocked over a glass.	

UNIT 2

23

More practice

Assign **pages 14 and 15** of the Workbook as homework. Alternatively, if time remains, students can start on the Workbook in class.



C **Look at the pictures. Then, listen and write the letters.** **5-10 min.**

- Play **audio track 017**. Have students listen to each word and write the corresponding letters in the circles on the picture.
- T** "Listen. Find the word in the picture. Write the letter."
- To review key vocabulary, you can use downloadable flashcards and vocabulary tests.

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

- Tell students to look at the dialogues in part D on **page 23**.
- Put students in pairs. **T** "Sit with a partner." Have them practice the dialogues by reading the sentences in the box.
- T** "Let's read together."
- Have students look at the main picture and continue to ask questions about the key vocabulary in the main picture.
- T** "Look at the picture. Talk about the picture with your partner."
- Choose two or three students and have them stand and perform the dialogues for the class.

(possible answers)

1. I broke my phone yesterday. / I have just broken my phone.
2. She lost her glasses last month. / She has just lost her glasses.
3. They dropped their ice cream this morning. / They have just dropped their ice cream.

UNIT 2 An Accident-filled Day

Lesson Objectives

Students will be able to:

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

Materials

- Hang Out! Plus Student Book, Workbook

Warm Up 5 min.

- Tell students to look at the pictures on **pages 22 and 23**. As a review, ask students what they can see. Encourage different students to provide all of the words from vocabulary set 1 (introduced in lesson 1).
- Next, ask students to think about an accident they have had recently and to describe what happened. Choose a student and ask him/her: **T** "What accident did you have recently?" to elicit a response.
S "I broke my leg last month." Call on different students to speak and encourage them to use different answers.

Reading

A Read. 10 min.

- Focus students' attention on the dialogue in the Reading section on **page 24**.
- Read the dialogue to the students, pausing after each sentence. Ask questions about the dialogue and elicit answers from the students.
- Tell students to write the answers to complete the questions at the bottom of the page. Circulate around the class to observe and assist students where necessary.
- Finally, reread the dialogue. Call on students to read a sentence at a time.

B Read and answer. 10 min.

- Read the dialogue again. Call on students to read one sentence at a time.
- Tell students to write the answers to complete the questions at the bottom of the page. Circulate around the class to observe and assist students where necessary.

A Read.

Hi, Mateo! What are you doing tonight?

I'm at a restaurant with my family. The place is nice, but there's a waiter who is so terrible! You wouldn't believe how clumsy he is.

What do you mean?

He keeps making mistakes and breaking things. First, he dropped a whole tray of plates on the floor, and now there are broken pieces of plates and bits of food all over the place.

Oh, no! That sounds like such a disaster. I can't believe the restaurant pays him to work there.

That's not all. He also spilled cola all over one customer, and she got so angry that she stormed out of the restaurant without paying her bill.

That's actually pretty hilarious.

Not if you're living in fear of having cola poured on you. Oh, no...

What now?

He has just tripped on the carpet, knocked over another customer's drink, and spilled it all over the floor. I hope he doesn't come to our table. I wish we had just stayed at home to eat dinner.

I wouldn't be so sure. Yesterday morning, I tripped over my cat and spilled a whole box of cereal on the floor. Then, when I tried to clean it up, I knocked over my mom's favorite flower vase with the broom, and the vase smashed on the floor. My mom threatened to ground me for a week, so I have just gone and bought her a new flower vase to apologize.

You probably shouldn't get a job at a restaurant. Uh oh, I have to go now. The waiter has just come to our table to take our order. I hope nothing goes wrong!

B Read and answer.

1. What is the first accident that the waiter had at the restaurant?
He dropped a whole tray of plates on the floor.
2. What did the customer do when the waiter spilled cola on her?
She stormed out of the restaurant without paying the bill.
3. Why did Daniel spill cereal on the floor?
He tripped over his cat.
4. What did Daniel do to apologize to his mom?
He bought her a new flower vase to apologize.
5. Which of these did the waiter NOT do?
☐ a drop plates ☒ b burn a customer ☐ c trip on the carpet

24

Speaking

A Think of things to complete the phrases below. Write.

5 min.

- Have students look at **page 25**.
- Have students think of one thing to complete each phrase in the table. For number 8 (trip), explain that it should be something that students trip over.
- Give students roughly three minutes to write the activities.
- Circulate around the class to observe and assist students where necessary.

A Think of things to complete the phrases below. Write.

Example: lose my phone

1. lose _____	2. smash _____
3. find _____	4. drop _____
5. spill _____	6. knock over _____
7. break _____	8. trip _____

B Form groups of three or four students. Take turns standing and acting out one phrase from above. The other students in the group ask and answer the question to guess the action. Then, fill in the table.



What has he/she just done?

He/She has just spilled cola.



Name	What has he/she just done?
Mateo	He has just spilled cola.

UNIT 2

25

More practice

Assign **pages 16 and 17** of the Workbook as homework. Alternatively, if time remains, students can start on the Workbook in class.



B Form groups of three or four students. Take turns standing and acting out one phrase from above. The other students in the group ask and answer the question to guess the action. Then, fill in the table.

15 min.

- Focus students' attention on the model dialogue. Select two students in the class to read the lines for each of the characters. **T** "Can you read the dialogue? You be Jenny, and you be Daniel."
- Use the model dialogue to demonstrate the answer/question exchange, and how to complete the activity in part B.
- Use the model dialogue to demonstrate the answer/question exchange, and how to complete the activity in part B.
- Put students in into groups of three or four. Tell one student in each group to stand up and act out one of the actions from part A. The other students in the group should try to guess what the action is by asking and answering a question. **S1** "What has he just done?" The other student will respond using the same structure, for example, **S2** "He has just lost his phone."
- Tell students to take turns acting out their actions until they have gone through all eight. **T** "One student stands up and acts out one phrase. The other students ask and answer the question to guess the action. Then, fill in the table."

UNIT 2 An Accident-filled Day

Lesson Objectives

Students will be able to:

- encounter and explore a story linked to the theme of the unit
- recognize and name the second set of eight key vocabulary items
- ask and answer how long someone has done something

Key Vocabulary Vocabulary set 2

have a pet, know your best friend, play lacrosse, play the violin, be a fan of, study English, have a broken arm/leg, work on a project

Expansion Structure

- **Present perfect with *for* and *since* to talk about duration**

I have studied English for five years. I have studied English since 2020.

Materials

- Hang Out! Plus Student Book, Workbook
- A/V equipment or Classroom digital materials



A Listen and write. Then, watch.

Nadir Your house is really nice, Alex. How long have you lived here?

Alex We moved last year, so that means we have lived here for six months.

Nadir That's cool! We have lived in our house since I was born.
I sometimes wish we could move somewhere new.

Alex Come and see my room. I have something to show you. I worked on a project in there for three weeks.
Be careful that you don't trip when you enter.

Nadir Wow, now I'm really interested to know what it is!

Alex Ta-da! This castle is my big project. I've just finished working on it.

Nadir Wow, Alex, this is incredible.

Alex Snowball, you've just knocked over my puzzle!

Nadir It looks like you have another big project now, Alex!



B Role-play the story.

C Read the story again. Then, answer.

- What are Alex and Nadir talking about?
a Alex's new toys **b Alex's new house** c Alex's new school
- When did Alex move into his new house?
a six years ago b one year ago **c six months ago**
- Why does Alex tell Nadir to be careful not to trip?
a His bedroom is very untidy. **b He has a 3D puzzle on the floor.** c His bedroom doesn't have any lights.
- What word does Nadir use to describe Alex's castle?
a interesting **b incredible** c cool

26

Warm Up 5 min.

- Tell students to look back at the phrases they made on **page 25**. Choose one student and ask him/her the question: **T** "What have you just done?" **S** "I have just dropped my phone." Repeat with several other students in the class. Encourage them to use different answers.

Story

A Listen and write. Then, watch. 5 min.

- Tell students to turn to **page 26**. Focus their attention on the comic strip.
- Ask students two questions about the pictures and elicit answers.
 1. Point to the first frame. **T** "Who is showing his house?" (Alex)
 2. Point to the second frame. **T** "What is Alex showing Nadir now?" (his castle)
- Play **audio track 018**. 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 fill in the blanks.
- Play the animation.

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.

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 circle one.
- Review answers as a class.

Expand

A Listen and say.



have a pet



know your best friend



play lacrosse



play the violin



be a fan of



study English



have a broken arm/leg



work on a project

B Listen and write the letters.

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

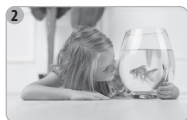
How long have you had a pet cat?

I have had a pet cat for five years.

I have had a pet cat since 2019.



three weeks



two years



2017



2020



ten years



2022

UNIT 2

27

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

- Focus the students' attention on the model dialogue in part C. Play **audio track 021**.
- Split the class into two groups, A and B. Instruct group A to repeat the question aloud after you. Then, have group B repeat the answer after you. Have groups swap roles and ask/answer again.

Jenny: How long have you had a pet cat?

Li: I have had a pet cat for five years. / I have had a pet cat since 2019.

- Tell students to look at the six pictures. Put students in pairs and assign one student to be Student A and the other to be Student B. Tell Student A to make a question based on picture one. Student B responds.
- Then, have students swap roles and run through the exercise again for each of the images.

Answers

- How long have you had a broken leg?
→ I have had a broken leg for three weeks.
- How long have you had a pet?
→ I have had a pet for two years.
- How long have you studied English?
→ I have studied English since 2017.
- How long have you played the violin?
→ I have played the violin since 2020.
- How long have you known your best friend?
→ I have known my best friend for ten years.
- How long have you played lacrosse?
→ I have played lacrosse since 2022.

More practice

Assign **pages 18 and 19 (speaking section)** of the Workbook as homework. Alternatively, if time remains, students can start on the Workbook in class.

Expand

A Listen and say. 5 min.

- Have students look at the key vocabulary on **page 27**.
- Tell students to listen and repeat after the audio.
- Play **audio track 019**. Make sure the students are following along and repeating the words and/or phrases.

B 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 letters they hear next to each picture.
- Play **audio track 020**. 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 C?"

UNIT 2 An Accident-filled Day

Lesson Objectives

Students will be able to:

- review and practice both grammar structures for the unit using previously encountered key vocabulary

Materials

- Hang Out! Plus Student Book, Workbook
- A/V equipment or Classroom digital materials

Warm Up ⌚ 5 min.

- Ask students to recall the two grammar structures from the unit.
- Write the first grammar structure on the board. Explain how to construct sentences with this grammar structure. Ask students to plug other words into the structure to form new sentences.
- Write the second grammar structure on the board. Explain how to construct sentences with this grammar structure. Ask students to plug other words into the structure to form new sentences.

Grammar

Grammar structure 1 ⌚ 10 min.

- Tell students to turn to **page 28**. Focus students' attention on the table: Past Tense vs. Present Perfect.
- Explain that we use the Past Tense to talk about actions that happened and were completed at a specific time in the past. Highlight that the time frame is usually mentioned or understood. **T** "I spilled my juice yesterday." (The word "yesterday" tells us the specific time.)
- Explain that we use the Present Perfect to talk about actions that happened in the past but are connected to the present in some way. Highlight that it often refers to recent actions or experiences, and it does not mention a specific time. **T** "I have just spilled my juice." (The word "just" shows it happened recently and is still relevant now.)
- Show the structure for Past Tense: [Subject] + [past simple verb] + [optional time marker]. **T** "I spilled my juice yesterday. The verb is in its past simple form, and a time marker like 'yesterday' specifies when the action occurred."
- Show the structure for Present Perfect: [Subject] + have/has + [past participle]. **T** "I have just spilled my juice."

A Rewrite the sentences in the past tense or present perfect. ⌚ 10 min.

- Give students roughly five minutes to complete the grammar activity. Circulate around the class to check students' work and comprehension.
- Go over the answers together as a class.

Past Tense vs. Present Perfect

I spilled my juice yesterday.

I have just spilled my juice.

A Rewrite the sentences in the past tense or present perfect.

Example: I spilled my coffee on the ground. (present perfect)
I have just spilled my coffee on the ground.

- I dropped my phone on the ground. (present perfect)
I have just dropped my phone on the ground.
- She has just lost her car keys yesterday. (past tense)
She lost her car keys yesterday.
- They broke the window by accident. (present perfect)
They have just broken the window by accident.
- We spilled all the marbles on the ground. (present perfect)
We have just spilled all the marbles on the ground.
- I have just knocked over the lamp on the table, and it broke. (past tense)
I knocked over the lamp on the table and it broke.
- I have just found my wallet underneath the couch. (past tense)
I found my wallet underneath the couch.

Present Perfect with For and Since to Talk about Duration

I have studied English for five years.

I have studied English since 2020.

B Fill in the blanks.

- I have known my best friend since 2018.
- She has played the violin for six months.
- They have been fans of that band for two years.
- We have played lacrosse on the team together since 2022.
- He has studied English since 2019.
- I have had a pet snake for three years.

28

Grammar structure 2 ⌚ 10 min.

- Focus students' attention on the table: Present Perfect with For and Since to Talk about Duration.
- Explain that the Present Perfect Tense is formed using have/has + [past participle]. **T** "I have studied English."
- Highlight that we use "for" and "since" in the present perfect to talk about how long something has continued.
- "For" refers to a period of time. **T** "I have studied English for five years." (Focus is on the duration: five years.)
- "Since" refers to a specific starting point. **T** "I have studied English since 2020." (Focus is on when the action started: 2020.)
- Show the "for" structure: [Subject] + have/has + [past participle] + for + [a period of time]. **T** "She has lived in London for three months."
- Show the "since" structure: [Subject] + have/has + [past participle] + since + [a specific point in time]. **T** "They have been friends since 2010."

B Fill in the blanks. ⌚ 10 min.

- Give students roughly five minutes to complete the grammar activity. Circulate around the class to check students' work and comprehension.
- Go over the answers together as a class.

More practice

Assign **page 19 (grammar section)** of the Workbook as homework. Alternatively, if time remains, students can start on the Workbook in class.

WB

Writing Guide

An **autobiography** describes your life in the first person. It might tell the story of your whole life or just one part of it.

Autobiography Planning

When you are writing an autobiography, it is best to focus on big moments of change in your life. You might write about:

- moving to a new house
- how you met your best friend
- starting a new school
- the first time you went to another country
- the birth of your brother or sister
- getting a new pet

A Read the essay excerpt. Rewrite the story from the point of view of the writer's father.

When I was eight, my dad and I went to ride in a place called Navajo Rocks, where a trail goes over beautiful orange rocks. The trail is steep, so I followed my dad, who was showing me the way. I pulled too hard on the brakes, the bike suddenly tipped up, and I flew over the handlebars. I landed with a crash on a hard rock and was in a lot of pain. Of course, I was wearing a helmet, but it turned out I had broken my arm.

Full essay on page 141

B Read the topic and brainstorm.

Topic: An Autobiography

Who are you?	Big moment in your life	Effect of that moment

C Plan and write your five-paragraph essay. Go to page 89 in the Workbook.

UNIT 2

29

Warm Up ⌚ 5 min.

- Tell students that each student will take turns building a sentence using the present perfect with *for* or *since*.
- Start the chain with an example: **IT** "I have played the piano for three years."
- Ask the next student to continue the chain with their own sentence. For example, **ST** "I have lived in this city since 2021."
- Continue around the group, encouraging students to use different subjects, durations (*for*), and starting points (*since*).

Writing

Writing Guide ⌚ 5 min.

- Tell students to turn to **page 29**. Focus students' attention on the table at the top of the page.
- Explain to students that an autobiography describes your life in the first person. It might tell the story of your whole life, or just one part of it.
- Briefly read and discuss the information in the table about planning for an autobiography.

Lesson Objectives

Students will be able to:

- read an example writing paragraph
- prepare for a writing activity
- write a five-paragraph essay

Materials

- Hang Out! Plus Student Book, Workbook
- Paper

A Read the essay excerpt. Rewrite the story from the point of view of the writer's father. ⌚ 5 min.

- Focus students' attention on the essay excerpt in part A.
- Read the excerpt out loud and have students listen.
- Next, tell students to reread the text by themselves and rewrite the story from the point of view of the writer's father on a separate piece of paper.
- IT** "Read the essay excerpt. Rewrite the story from the point of view of the writer's father."
- Review the correct answers as a class.

B Read the topic and brainstorm. ⌚ 5 min.

- Focus students' attention on the table at the bottom of **page 29**.
- Tell students to read the essay topic and brainstorm ideas about their own autobiography. Have them fill in the table.
- Give students roughly five minutes to complete the activity.
- Circulate and monitor the students, providing assistance where necessary.

C Plan and write your five-paragraph essay. Go to page 89 in the Workbook. ⌚ 15 min.

- Instruct students to open their Workbooks to **page 89**.
- Explain to the students that they will be writing a five-paragraph essay on the topic "An Autobiography."
- First, direct the students to the essay template on **page 89**. Instruct the students to use the provided template to write their own five-paragraph essay on the topic.
- Explain to the students that they will use the information from their brainstorming table on **page 29** in their Student Book to write an essay about their own life.
- Allow students roughly ten to fifteen minutes to write their essays.
- (Optional) If students finish early, provide feedback and encourage them to revise their essays.

More practice

Assign **page 21** of the Workbook as homework. Alternatively, if time remains, students can start on the Workbook in class.

WB

UNIT 2 An Accident-filled Day

Lesson Objectives

Students will be able to:

- recognize some target vocabulary and grammar while learning about an engaging topic
- practice using visual clues to assist in reading comprehension
- develop listening skills and answer questions about a text

Materials

- Hang Out! Plus Student Book, Workbook
- A/V equipment or Classroom digital materials

Warm Up ⌚ 5 min.

- You will say a sentence using either the past tense or the present perfect, and students must decide if it is true or false for them personally.
- **T** "I have visited Canada." If a student has visited Canada, they say, "True." If not, they say, "False."
- Call on individual students to explain their answer: **SI** "False, I have never visited Canada." or "True, I visited Canada last year."
- Use a variety of sentences to cover both tenses. For example: "I ate pizza last night." "I have seen a famous move star."
- Continue around the group, allowing students to share their responses and practice forming sentences in the correct tense.

CLIL: Science

A ⌚ 15 min. Listen and read.

- Have students turn to **pages 30 and 31**.
- Point to the picture of the tsunami and ask students: **T** "Do you know what a tsunami is?"
- Tell students to read along silently as they listen. Play **audio track 022**.
- Play the audio track again. This time, tell students to try to read aloud as they listen to the story.

B Read the questions and underline the answers.

⌚ 5 min.

- Focus students' attention on part B on **page 31**. Read the questions under each paragraph as a class.
- Tell students to find the answers within the text and underline them.
- Check answers as a class. Read the first question and select a student to answer. Repeat for the second question.

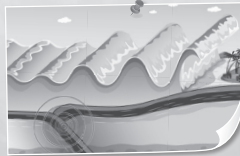
CLIL: Science

A ⌚ 022 Listen and read.

LEARNING SAVES LIVES

We are often told that education can improve lives, but a school lesson in December **2004** proved it can save lives, too. In a geography lesson at Danes Hill School in the UK, student Tilly Smith was learning about tsunamis. She didn't know how important the lesson would soon become.

Q What subject was Tilly studying?



Tilly listened carefully as her teacher explained how a tsunami forms. During a powerful earthquake under the sea, the ocean floor moves. This pushes huge amounts of water up, and a wave forms on the ocean surface, growing bigger as it travels. In fact, a tsunami wave can travel thousands of kilometers across the largest of oceans before reaching land. By this time, it could be as high as the tenth floor of a building. Tilly's teacher showed a film of a tsunami in Hawaii in **1946**. Just before it hit, he pointed out, the sea behaved strangely. It seemed to be fizzy and went out quickly, revealing the ocean floor.

Two weeks later, on December **26th**, Tilly and her family were enjoying a vacation on Mai Khao beach, Thailand. The beach was crowded with people relaxing on the golden sand. However, looking at the sea, Tilly sensed something was not right. The water was frothy and going out a long way. Tilly thought back to her lesson and told her family she thought a tsunami was coming. Her father, Colin, told one of the beach's lifeguards. The lifeguard was not convinced, but another tourist confirmed there had been an earthquake across the Malacca Strait, near Sumatra, Indonesia. Everyone on the beach was told to move to the safety of a hotel.

Q Where did the earthquake happen?



It is thought that almost **230,000** people died in the tsunami of **2004**. This number could have been even higher without the actions of Tilly Smith. Since **2004**, Tilly has received several awards for her actions and continues to travel the globe. Her story shows that what we learn can change our lives and the lives of others.

30



Just seconds later, a terrifying **9-meter** wave crashed into the Thai coast and moved inland. It caused huge damage and sadly killed many thousands of people, on that December morning and over the following days. In fact, all around the Indian Ocean, **huge waves hit 14 countries**, including Indonesia, India, and Sri Lanka. Many people living and working within the range of the tsunami received no warning at all.

Q How many countries were affected by the tsunami?



C Read and circle. ⌚ 5 min.

- Focus students' attention on part B on **page 31**. Read the questions and answer choices out loud.
- Tell students to try to circle the correct answers. Give students one to two minutes.
- Encourage students to use the text to help them answer the questions.
- Check answers as a class. Read the first question and select a student to give the answer. Repeat for the remaining questions.

D ⌚ 023 Listen and answer the girl's questions. ⌚ 10 min.

- Focus students' attention on part D. Give students directions about what they will hear. Read the answer choices out loud. Tell students to circle the correct answer for the questions they hear. **T** "Let's listen. There is a girl asking questions about tsunamis. Listen and circle the correct answers for her questions."
- Play **audio track 023**.
- Check answers as a class. Read the girl's question aloud to the class. Call on students to provide the correct answer. Repeat with the second and third questions.

B Q Read the questions and underline the answers.

C Read and circle.

1. What is the reading mainly about?
☐ a the danger of tsunamis in Thailand
☐ b how young people should behave
☒ c how education can help people
☐ d why traveling can be dangerous
2. What is NOT true about tsunamis?
☐ a They are formed when an earthquake happens under the sea.
☐ b They create waves that get larger as they move across the ocean.
☐ c They make waves that could reach the tenth floor of a building.
☒ d They form when the ocean suddenly drains into the ocean floor.
3. How did Tilly know a tsunami was coming?
☐ a Her father told her the sea looked strange.
☐ b Her teacher warned her it was coming.
☐ c The lifeguard made an announcement.
☒ d She noticed the sea was moving oddly.
4. Why was the tsunami so deadly?
☐ a It happened in the morning.
☒ b It took people by surprise.
☐ c It lasted for several days.
☐ d It happened during the winter.



D Listen and answer the girl's questions.

1. ☒ a Tilly's father ☐ b Tilly ☐ c Tilly's mother
2. ☐ a the lifeguard ☐ b Tilly's mother ☒ c a tourist
3. ☐ a the Malacca Strait ☒ b the Indian Ocean ☐ c Mao Khai beach

E Discuss.

1. What types of natural disasters do you know about?
2. What should you do if you think one might happen?

UNIT 2

31



1. Who told the lifeguard about the tsunami?
2. Who helped to support Tilly's idea about the tsunami?
3. The 14 countries affected by the tsunami were around which body of water?

- Play the audio track again for students to check their answers.

E Discuss. 5 min.

- Focus students' attention on part E at the bottom of **page 31**. Read the question to the class. Then, discuss the student's answers to the question. Encourage them to give different answers than their classmates and ensure every student participates. If students are struggling with the question, you can give your own answer as an example.
- Repeat with remaining questions.



More practice

Assign **page 20** of the Workbook as homework. Alternatively, if time remains, students can start on the Workbook in class.

UNIT 2 An Accident-filled Day

Lesson Objectives

Students will be able to:

- encounter some of the target vocabulary and grammar while working on a project
- develop writing and speaking skills by researching and debating a topic

Materials

- Hang Out! Plus Student Book
- Optional: paper

Warm Up ⌚ 5 min.

- You will say an action, and the students must create a sentence using either the past tense or the present perfect based on a time clue you provide.
- **T** "spill juice" If you say "yesterday," the student responds **SI** "I spilled my juice yesterday." If you say "just," the student responds "I have just spilled my juice."
- Call on a student and give an action and a time clue. Actions: *lose a book, finish homework, meet a friend, etc.* Time clues: *yesterday, just, last week, etc.*
- Rotate turns around the class, giving each student a new action and time clue to respond with the correct tense.

Project: Debate

A Look and answer the questions. ⌚ 3 min.

- Focus students' attention on the questions and pictures in part A at the top of **page 32**.
- Next, go through each of the questions and pictures and discuss them as a class.

B Prepare for a debate about the statement below. ⌚ 3 min.

- Focus students' attention on the statement in part B.
- Read the statement to the class. Ensure students fully understand the topic and ask how the topic relates to the questions/pictures discussed in part A.

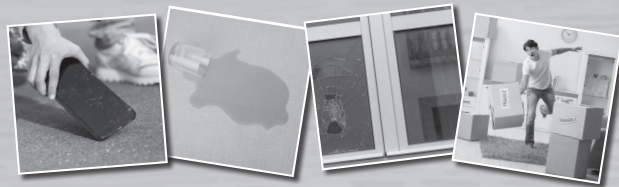
C Research the pros and cons of forgiving someone when an accident happens. ⌚ 15 min.

- Direct the students' attention to part C at the bottom of **page 32**. Explain that the students will be researching both the pros and cons of forgiving someone when an accident happens.
- Give students ten to fifteen minutes to research and write their ideas using the Research Guide. Students may use their phones, laptops, textbooks, etc. to research the topic.

Debate

A Look and answer the questions.

1. Have any of these mistakes or accidents ever happened to you?
2. How do you usually react when an accident happens?
3. Do you think people should be forgiven when they make mistakes?



B Prepare for a debate about the statement below.

Statement: If a sibling or friend breaks something that belongs to you, you should forgive him or her.

C Research the pros and cons of forgiving someone when an accident happens.

RESEARCH GUIDE	NOTES
• Research and answer the questions. - What are some of the benefits of forgiving someone when an accident happens? - What are some of the disadvantages of forgiving someone when an accident happens? - How do you think forgiving / not forgiving the person will affect their behavior in the future? - What are the different reasons accidents or mistakes happen? - What lessons can we learn when accidents or mistakes happen?	

- Circulate around the class to observe the students as they work and help any struggling students. You may ask students what they are doing to check comprehension and their ability to use the key vocabulary.

D Debate as a class. Use the speaking tip. ⌚ 20 min.

- Direct students to the speaking tip and table at the top of **page 33**.
- Read and explain the speaking tip and give examples of how to use it for their presentations.
- Then, divide the class into two even teams. One team will debate the pro side of the topic and one team will debate the con side of the topic. You can have the teams flip a coin to decide which team will debate which side or the teacher can decide for them.
- Each team should develop two to three (depending on class size) arguments. The debate should follow a similar format to the following:

Team 1	Team 2
Introduction	
Argument 1	
	Introduction
	Argument 1
Rebuttals for Team 2's Argument 1	
	Rebuttals for Team 1's Argument 1
Argument 2	
	Argument 2
Rebuttals for Team 2's Argument 2	
Conclusion	
	Rebuttals for Team 1's Argument 2
	Conclusion

D Debate as a class. Use the speaking tip.

Speaking Tip

Presenting your argument in a debate is like writing an essay. Each point or argument must build on the last. Think about what order you want to present your arguments in. It is best to start with the simplest and build to the most complex. Use **transition words and phrases** to move from one argument to the next without confusing your listener.

Phrase	Example
Another reason...	Another reason that it is important to forgive people for their mistakes is that it shows kindness.
Additionally,...	Additionally, when you forgive people, they are more likely to forgive you if you make a mistake in the future.
Furthermore,...	Furthermore, we all make mistakes sometimes and need to be forgiven.

E Evaluate the debate.

Team 1 Evaluation

Had a clear stance needs improvement 1-2-3-4-5 excellent

Included facts & research 1-2-3-4-5

Pace/Fluency 1-2-3-4-5

Gave counterarguments 1-2-3-4-5

Used the speaking tip ☐ Yes ☐ No

What did you learn from this team?

What were some of the best arguments made?

Team 2 Evaluation

Had a clear stance needs improvement 1-2-3-4-5 excellent

Included facts & research 1-2-3-4-5

Pace/Fluency 1-2-3-4-5

Gave counterarguments 1-2-3-4-5

Used the speaking tip ☐ Yes ☐ No

What did you learn from this team?

What were some of the best arguments made?

UNIT 2 33

- Walk around the class to briefly gauge the words and phrases that students have difficulty with. If you see the same words and phrases unchecked by many of the students, review these words and phrases.
- Direct the students back to the pages that contain images of these words and phrases.
- 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 accidents and annoyances.
2. I can say what people did in the past or the recent past.
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 things that happened in the past.

Writing

7. I can write a five-paragraph essay about myself and a big moment in my life.

- If possible, each person on the team should be responsible for their own part of the debate. Depending on class size, some students may need to cover multiple parts. These parts can be chosen amongst the team or chosen by the teacher.
- Be sure to remind students to take notes during the opposing team's arguments so they have adequate information to rebuttal.

E Evaluate the debate. ⌚ 4 min.

- Direct the students' attention to the evaluation charts at the bottom of **page 33**. Explain that they will be writing feedback about their team's and the opposing team's performance during the debate.
- Give students roughly four minutes to write their evaluations. Circulate around the room, helping any struggling students and asking questions about what the students are writing in their evaluations and why.

Check Up ⌚ 10 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 and phrases at the top of the page. Ask students to check all of the words and phrases they know.

T "Look at the words and phrases. Check the words and phrases you know."

Review Units 1-2

Materials

- Hang Out! Plus Student Book
- A/V equipment or Classroom digital materials

A Write and find the words. Circle. ⌚ 15 min.

- Tell students to open their Student Book to **page 34**.
- Point to each of the pictures on the page. Say the word and have students repeat.
- Point to picture 1 (language) and ask students what it is. Write the word "language" on the board and have students fill in the blank for number one. Then, have a student read the sentence aloud.
- Tell students to look at the rest of the pictures and write the words in the blanks. Then, find each of the words in the word search.
- If time is available, then call on students to read the remainder of the sentences with the correct answers.
- Encourage students to look back over units 1-2 to help with finding the answers.
- If students are having a difficult time with the words, or to help weaker groups, you can write the list of words on the board.

B ⌚ 024 Listen and check. ⌚ 10 min.

- Focus students' attention on part B on **page 35**.
- Tell students they will listen to a dialogue between a boy and a girl.
- Play **audio track 024**. The first time, students should just listen.

Girl: Hey! Tried any new activities lately?

Boy: Yeah, I just joined a photography club!

Girl: Really? That sounds fun!

Boy: You should join! It's a great way to meet people.

Girl: I want to! I've been busy with cooking club, though.

Boy: Cool! Have you cooked anything new?

Girl: Yes, I made a delicious pasta dish!

Boy: Nice! I want to learn how to cook, too.

Girl: You should! Just be careful; it can get messy.

Boy: Tell me about it—I spilled juice last week!

Girl: Oh, no! Did you clean it up?

Boy: Yes, but I always knock over things.

Girl: Accidents happen! I tripped while practicing karate yesterday.

Boy: Ouch! You're okay, though, right?

Girl: Yeah, just a bit sore.

Boy: You're brave for trying new things!

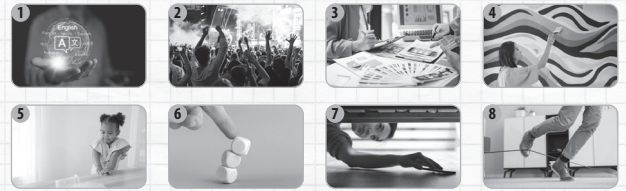
Girl: Thanks! The next thing I want to try is acting in a play. Let's do it together!

Boy: That'd be awesome! Let's do it!

Review UNITS 1-2



A Write and find the words. Circle.



1. It is very difficult to learn a language, but your teacher can help you.
2. My sister and I went to a concert to see our favorite musician. It was amazing!
3. He is going to design a website for his technology class project.
4. Our art club is going to paint a mural on the gym wall after school.
5. Oh, no! I just spilled juice on my pants.
6. I keep telling him not to knock over the lamp, but he doesn't listen.
7. My dad loses everything. He can never find what he needs.
8. Be careful! Don't trip over the rug.



34

- Next, read the four questions on **page 35**. Then, point to the two answer choices for each question (a and b) and ask students to say what they can see.
- Play **audio track 024** again. This time, students should check the correct answer choice.
- If students struggle to keep up, pause the track after each answer is mentioned.
- Review answers as a class. Read the questions and call on different students to provide the answers.
- (Optional) Play **audio track 024** one more time to give students a chance to listen for any answers they may have missed.

C Underline and correct the mistakes. ⌚ 10 min.

- Focus students' attention on part C on **page 35**.
- Explain that students will identify and correct mistakes in the sentences.
- Remind the students of the following grammar structures: 1. Negative questions, 2. Tag questions, 3. Past tense vs. present perfect, and 4. Present perfect with *for* and *since* to talk about duration.
- Give students four to five minutes to complete the activity. Circulate the room to monitor progress and provide assistance as needed. Go over answers as a class. Choose students and ask them to read out the correct sentences.

B Listen and check.

1. What new club did the boy recently join?
2. What new recipe did the girl try?
3. What accident did the boy have last week?
4. What does the girl want to try next?



C Underline and correct the mistakes.

1. I finded my keys under the bed. found
2. You have tried a new recipe, have you? haven't
3. I have play basketball since 2021. played
4. I dropping my phone on the ground. dropped

D Unscramble the sentences.

1. spilled / brand-new / I / my / T-shirt / tea / on / my
I spilled my tea on my brand-new T-shirt.
2. you / don't / support / week / football / team / your / every / local
Don't you support your local football team every week?
3. together / recording / a / years / they / podcast / for / been / five / have
They have been recording a podcast together for five years.
4. kids / window / smashed / baseball / just / the / with / the / a / have
The kids have just smashed the window with a baseball.

REVIEW UNITS 1-2

35

D Unscramble the sentences. 10 min.

- Focus students' attention on part D on **page 35**.
- Tell students that they will be rearranging scrambled words to make correct sentences. Emphasize that the sentence should make sense and follow standard word order (e.g. *subject-verb-object*). Demonstrate by unscrambling the first sentence for the class: **T** "I spilled tea on my brand-new T-shirt. Remember to use a capital letter at the beginning and a punctuation mark at the end."
- Instruct students to work individually to unscramble the remaining sentences. Encourage them to read aloud as they arrange the words to check if the sentences make sense.
- Give students four to five minutes to complete the activity. Circulate the room to monitor progress and provide assistance as needed. Go over answers as a class. Choose students and ask them to read out the correct sentences.

UNIT 3 Great Ideas from the Past

Unit Objectives

- Inventions, discoveries, and famous structures
- Talking about past events in history

Lesson Objectives

Students will be able to:

- recognize and name the first set of eight key vocabulary items
- talk about inventions and who they were invented by

Key Words Vocabulary set 1

cement, seat belt, light bulb, telephone
elevator, microscope, thermometer, compass

Core Structure

• Past passive

The seatbelt was invented by Nils Bohlin.

Materials

- Hang Out! Plus Student Book, Workbook
- A/V equipment or Classroom digital materials

UNIT
3

Great Ideas from the Past

- Inventions, discoveries, and famous structures
- Talking about past events in history

Q What are some important inventions?

AUDIO VIDEO

A 025

Look at the picture. Then, listen and watch.

B 026

Listen and say.

1

cement

2

seat belt

3

light bulb

4

telephone

5

elevator

6

microscope

7

thermometer

8

compass

36

Warm Up 5 min.

- Have students open their Student Book to **page 36**.
- Read the title of the lesson and the learning points.
- Ask students the focus question: **T** "What are some important inventions?" Call on students individually to answer. If students have difficulty coming up with ideas, ask them to glance around the classroom to look for ideas. Encourage different students to give different answers.

A 025 Look at the picture. Then, listen and watch.

10 min.

- Focus students' attention on the main picture on **pages 36 and 37**.
- Talk about the main picture. Explain the situation shown in the picture. **T** "Alex is at school presenting a poster to his teacher. He is talking about the invention of the telephone. His teacher is asking questions about the telephone. There are also other posters from different students. Do you know who invented the telephone?"
- Play **audio track 025**.
- Play the animation.

Teacher: What a lovely presentation, Alex! Can you tell me what your presentation is about?

Alex: My presentation is all about the telephone.

Teacher: That sounds interesting. Can you tell me who invented the telephone?

Alex: Yes. The telephone was invented by Alexander Graham Bell.

Teacher: And when was it invented?

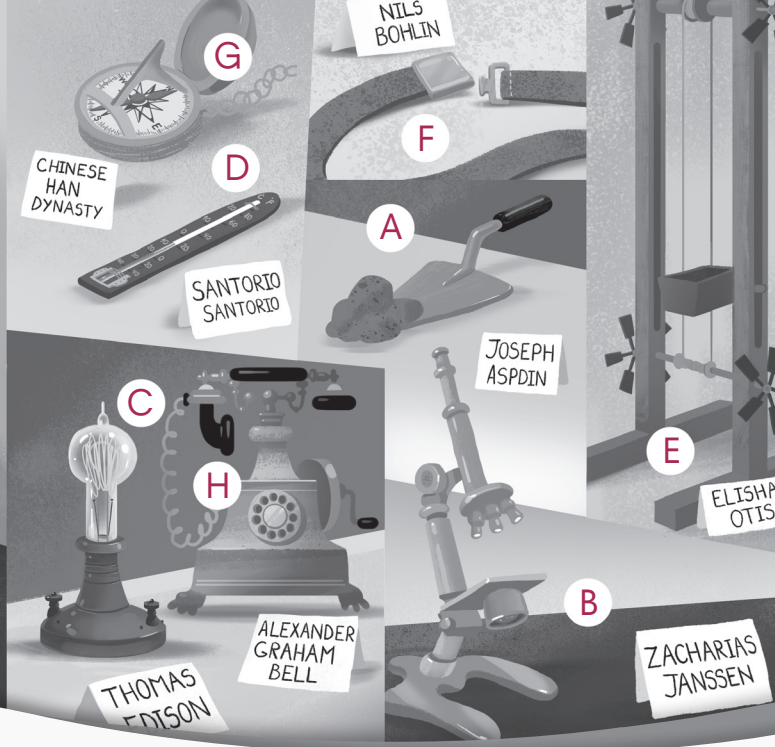
Alex: It was invented around 1876.

Teacher: Why do you think the telephone is an important invention?

Alex: It lets us talk with people who are far away in other cities or even in other countries. Also, without the telephone, we wouldn't have the Internet, so I think it's very important to our lives.

Teacher: The telephone on your poster looks very different from the phones we have today. How have they changed?

Alex: Well, old phones used to have wires. Our phones are wireless. We can keep them in our pockets and take them anywhere. Also, our phones can do a lot more than just calling. We can type messages, take pictures, and even play games.



C **Look at the pictures. Then, listen and write the letters.**

D **Look at the pictures and say.**



The light bulb was invented by Thomas Edison.

UNIT 3

37

- Choose two or three students and have them stand and perform the structure for the class.

(possible answers)

1. The telephone was invented by Alexander Graham Bell.
2. The microscope was invented by Zacharias Janssen.
3. The thermometer was invented by Santorio Santorio.

More practice

Assign **pages 22 and 23** of the Workbook as homework. Alternatively, if time remains, students can start on the Workbook in class.



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

- Focus students' attention on the vocabulary list on the bottom left-hand side of the pages.
- 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 026**. Make sure the students are following along and repeating the words.
- Play the audio track again and have students point at the images at the bottom of the page.

C **Look at the pictures. Then, listen and write the letters.** **5-10 min.**

- Play **audio track 027**. Have students listen to each word and write the corresponding letters in the circles on the picture.
- **T** "Listen. Find the word in the picture. Write the letter."
- To review key vocabulary, you can use downloadable flashcards and vocabulary tests.

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

- Tell students to look at the structure in part D on **page 37**.
- Put students in pairs. **T** "Sit with a partner." Have them practice the structure by reading the sentences in the box.
- **T** "Let's read together."
- Have students look at the main picture and continue to ask questions about the key vocabulary in the main picture.
- **T** "Look at the picture. Talk about the picture with your partner."

UNIT 3

Great Ideas from the Past

Lesson Objectives

Students will be able to:

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

Materials

- Hang Out! Plus Student Book, Workbook

Warm Up ⌚ 5 min.

- Tell students to look at the pictures on **pages 36 and 37**. As a review, ask students what they can see. Encourage different students to provide all of the words from vocabulary set 1 (introduced in lesson 1).
- Next, ask students to think about any famous inventions or inventors from their own country. **T** "Can you name any famous inventions or inventors from your country?"

Reading

A Read. ⌚ 10 min.

- Focus students' attention on the texts about different inventions in the Reading section on **page 38**.
- Read the texts to the students, pausing after each paragraph. Ask questions about the texts and elicit answers from the students.
- Tell students to write the answers to complete the questions at the bottom of the page. Circulate around the class to observe and assist students where necessary.
- Finally, reread the passage. Call on students to read a paragraph or sentence at a time.

B Read and answer. ⌚ 10 min.

- Read the texts again. Call on students to read one paragraph or sentence at a time.
- Tell students to write the answers to complete the questions at the bottom of the page. Circulate around the class to observe and assist students where necessary.

A Read.

COMPASS

The compass is a tool that helps people find their direction. The oldest type of compass is the magnetic compass, which is used in aircraft, ships, and even land vehicles. Magnetic compasses have a magnet inside of them that points north. These compasses work because Earth also acts like a magnet with a north-south field. Many people still use compasses regularly when traveling. Compasses help keep people from getting lost. The compass was invented in China's Han dynasty. Several important inventions were made in ancient China. The compass was just one of them.

ELEVATOR

The first modern elevator, also known as the safety elevator, was invented by Elisha Otis in 1852. Before Otis's invention, elevators were mainly used for moving objects rather than people. That's because they were dangerous for people to ride. Otis invented a safety device to make an elevator safe even if a cable broke. The invention of this type of elevator allowed people to build very tall buildings. The first Otis passenger elevator was used in a building in New York in 1857.

MICROSCOPE

Microscopes allow people to look at very small objects. Scientists have used microscopes to discover tiny living things called microorganisms. They also use them to study the smallest structures in plants, animals, and fungi, called cells. The first microscope was invented around 1590. Many people believe that it was invented by Zacharias Janssen. His microscope could magnify an object to 20 to 30 times its normal size! Today, microscopes are used by scientists around the world.

B Read and answer.

1. What is a compass for?
It is used to find direction.
2. What did Elisha Otis invent?
Elisha Otis invented the first modern elevator.
3. Why was Otis's invention important?
It allowed people to build very tall buildings.
4. What could scientists discover by using microscopes?
They could discover tiny living things called microorganisms.
5. Which of the following is NOT true about microscopes?
☐ a used to study cells ☒ b invented by Elisha Otis ☐ c magnifies 20 to 30 times

Speaking

A Work with a partner. Choose who is student A and who is student B. Use the code to write the questions and answers below. ⌚ 5 min.

- Have students look at **page 39**.
- Put students in pairs. Assign one student as Student A and the other as Student B. Explain that they will use the numbers at the top of the page to solve a code.
- Student A works on the two questions and answers in the first column by matching numbers to letters.
- Student B works on the questions and answers in the second column.
- Ensure students don't solve the codes in their partner's column.
- Give students roughly three minutes to write the activities.
- Circulate around the class to observe and assist students where necessary.

A Work with a partner. Choose who is student A and who is student B. Use the code to write the questions and answers below.

A - 5	B - 24	C - 3	D - 10	E - 17	F - 21	G - 16
H - 22	I - 26	J - 13	K - 6	L - 8	M - 15	N - 20
O - 19	P - 2	Q - 25	R - 1	S - 11	T - 7	U - 23
V - 12	W - 18	X - 9	Y - 4	Z - 14		

Student A	Student B
Question 1 18 22 19 / 26 20 12 17 20 7 / 17 10 / 7 22 17 / 7 12? Who invented the TV?	Answer 1 7 22 17 / 7 12 / 18 5 11 / 26 20 12 17 20 7 17 10 / 24 4 / 13 19 22 20 / 8 19 16 26 17 / 24 5 26 1 10. The TV was invented by Lougie Baird.
Question 2 18 22 19 / 26 20 12 17 20 7 / 17 10 / 7 22 17 / 8 5 2 7 19 2? Who invented the laptop?	Answer 2 7 22 17 / 8 5 2 7 19 2 / 18 5 11 / 26 20 12 17 20 7 17 10 / 24 4 / 5 10 5 15 / 19 11 24 19 1 20 17. The laptop was invented by Adam Osborne.
Answer 3 7 22 17 / 5 26 1 2 8 5 20 17 / 18 5 11 / 26 20 12 17 20 7 17 10 / 24 4 / 7 22 17 / 18 1 26 16 22 7 / 24 1 19 7 22 17 1 11. The airplane was invented by the Wright brothers.	Question 3 18 22 19 / 26 20 12 17 20 7 / 17 10 / 7 22 17 / 5 26 1 2 8 5 20 17? Who invented the airplane?
Answer 4 7 22 17 / 3 5 1 / 18 5 11 / 26 20 12 17 20 7 17 10 / 24 4 / 6 5 1 8 / 24 17 20 14. The car was invented by Karl Benz.	Question 4 18 22 19 / 26 20 12 17 20 7 / 17 10 / 7 22 17 / 3 5 1? Who invented the car?

B Find a new partner. Ask and answer the questions above.



Who invented the telephone?

The telephone was invented by Alexander Graham Bell.



UNIT 3

39

B Find a new partner. Ask and answer the questions above. 15 min.

- Focus students' attention on the model dialogue. Select two students in the class to read the lines for each of the characters.
- Use the model dialogue to demonstrate the answer/question exchange, and how to complete the activity in part B.
- Tell students to find a new partner from part A. Student A asks questions 1 and 2, and Student B answers. Then, Student B asks questions 3 and 4, and Student A answers. "Work with a partner. Student A asks questions 1 and 2, and Student B asks questions 3 and 4."
- Students should write down the remaining two answers in part A.
- Give the students ten to fifteen minutes to finish the activity.



More practice

Assign pages 24 and 25 of the Workbook as homework. Alternatively, if time remains, students can start on the Workbook in class.

UNIT 3 Great Ideas from the Past

Lesson Objectives

Students will be able to:

- encounter and explore a story linked to the theme of the unit
- recognize and name the second set of eight key vocabulary items
- ask and answer about when things were built or discovered

Key Words Vocabulary set 2

X-ray, gravity, Pluto, oxygen, Eiffel Tower, Golden Gate Bridge, Empire State Building, Taj Mahal

Expansion Structure

• When with past passive

When was the Eiffel Tower built? It was built in 1889.

Materials

- Hang Out! Plus Student Book, Workbook
- A/V equipment or Classroom digital materials

Warm Up 5 min.

- Tell students to look back at part A on **page 39**. Choose one student and ask him/her one of the questions that he/she answered in the previous lesson (see below).
- Choose a different student for each of the other three questions. **T** "Who invented the TV? (John Logie Baird)? / Who invented the laptop? (Adam Osborne) / Who invented the airplane? (The Wright brothers) / Who invented the car? (Karl Benz)"

Story

A Listen and write. Then, watch. 5 min.

- Tell students to turn to **page 40**. Focus their attention on the comic strip.
- Ask students two questions about the pictures and elicit answers.
 1. Point to the first frame. **T** "What is Li holding?" (a compass)
 2. Point to the second frame. **T** "Do they look like they know where they are going?" (No. They look lost.)
- Play **audio track 028**. The first time, students can just listen and follow along.
- Play the audio track a second time. Pause after each sentence and give students time to read and fill in the blanks.
- Play the animation.



A Listen and write. Then, watch.

Daniel Paris is a huge city! Do you know how we can get to the Eiffel Tower, Li?

Li No, but this compass will help us get there.

Daniel OK! Can we trust that thing?

Li Of course we can! I built it myself yesterday. Compasses are an old invention, so they're pretty easy to make.

Daniel It must have been difficult to build. When were compasses invented?

Li Compasses were invented in 206 BCE. They were invented by the Han dynasty in China.

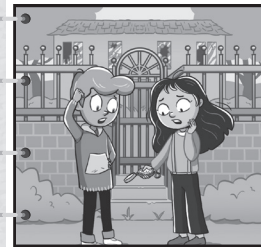
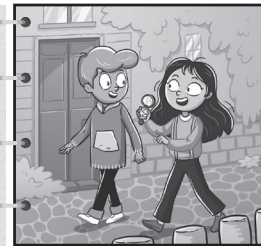
Daniel That's really interesting.

Daniel Do you know where we are, Li? I think we are lost. We have been walking for almost an hour.

Li According to my compass, we're going the right direction. Maybe we need to walk north just a little bit longer.

Daniel This definitely doesn't seem right.

Li Oops. I guess my compass doesn't work... Maybe we should just check the location on our phones.



B Role-play the story.

C Read the story again. Then, answer.

1. Where are Li and Daniel trying to go?
 - a the Golden Gate Bridge **b** the Eiffel Tower **c** the Great Wall of China
2. What does Daniel think about Li's compass?
 - a** It was not easy to make. **b** It is working well. **c** It is huge.
3. Which direction are they walking?
 - a west **b** north **c** south
4. What is NOT true about Li's compass?
 - a She built it herself. **b** It doesn't work. **c** It's very old.

40

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.

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 circle one.
- Review answers as a class.

Expand

A Listen and say.

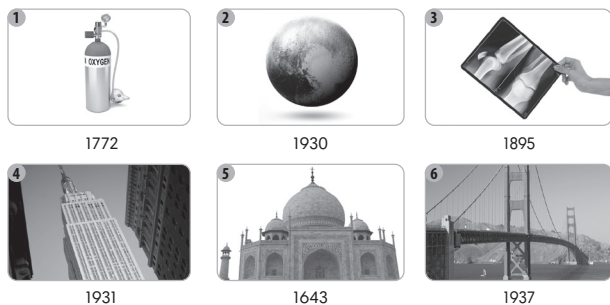


B Listen and write the letters.

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

When was gravity discovered?	It was discovered in 1666.
When was the Eiffel Tower built?	It was built in 1889.

How to say it
1666 ▶ sixteen sixty-six 1889 ▶ eighteen eighty-nine



UNIT 3

41

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

- Focus the students' attention on the model dialogue in part C. Play **audio track 031**.
- Split the class into two groups, A and B. Instruct group A to repeat the question aloud after you. Then, have group B repeat the answer after you. Have groups swap roles and ask/answer again.

Nadir: When was gravity discovered?

Li: It was discovered in 1666.

Nadir: When was the Eiffel Tower built?

Li: It was built in 1889.

- Tell students to look at the six pictures. Put students in pairs and assign one student to be Student A and the other to be Student B. Tell Student A to make a question based on picture one. Student B responds.
- Then, have students swap roles and run through the exercise again for each of the images.

Answers

- When was oxygen discovered?
→ It was discovered in 1772.
- When was Pluto discovered?
→ It was discovered in 1930.
- When were X-rays invented?
→ They were invented in 1895.
- When was the Empire State Building built?
→ It was built in 1931.
- When was the Taj Mahal built?
→ It was built in 1643.
- When was the Golden Gate Bridge built?
→ It was built in 1937.

More practice

Assign **pages 26 and 27 (speaking section)** of the Workbook as homework. Alternatively, if time remains, students can start on the Workbook in class.

Expand

A Listen and say. 5 min.

- Have students look at the key vocabulary on **page 41**.
- Tell students to listen and repeat after the audio.
- Play **audio track 029**. Make sure the students are following along and repeating the words and/or phrases.

B 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 letters they hear next to each picture.
- Play **audio track 030**. There are pauses in the audio recording to give students time to write, but you may want to pause the track to give them additional time if necessary.
- Review answers, calling on individual students.

T "What is G?"

UNIT 3 Great Ideas from the Past

Lesson Objectives

Students will be able to:

- review and practice both grammar structures for the unit using previously encountered key vocabulary

Materials

- Hang Out! Plus Student Book, Workbook
- A/V equipment or Classroom digital materials

Warm Up 5 min.

- Ask students to recall the two grammar structures from the unit.
- Write the first grammar structure on the board. Explain how to construct sentences with this grammar structure. Ask students to plug other words into the structure to form new sentences.
- Write the second grammar structure on the board. Explain how to construct sentences with this grammar structure. Ask students to plug other words into the structure to form new sentences.

Grammar

Grammar structure 1 10 min.

- Tell students to turn to **page 42**. Focus students' attention on the table: Past Passive.
- Explain that the Past Passive is used to focus on the action or the object affected by the action, rather than who performs the action.
- Show the past passive structure: [Object from the active voice] + was/were + [past participle] + by + [subject from the active voice]. **T** "The seatbelt was invented by Nils Bohlin."
- Explain that in the active voice, the subject is "Nils Bohlin" (the doer), and the object is the seatbelt (what the action affects). **T** "Nils Bohlin invented the seatbelt."
- Explain that in the passive voice, the original object (the seatbelt) becomes the subject of the passive sentence. The original subject (Nils Bohlin) is introduced with "by."
- Highlight that for singular objects, use "was." For plural objects, use "were."

A Rewrite the sentences using the past passive tense.

10 min.

- Give students roughly five minutes to complete the grammar activity. Circulate around the class to check students' work and comprehension.
- Go over the answers together as a class.

Past Passive

Nils Bohlin invented the seatbelt. ▶ The seatbelt was invented by Nils Bohlin.

A Rewrite the sentences using the past passive tense.

- Zacharias Janssen invented the microscope in 1590.
The microscope was invented by Zacharias Janssen in 1590.
- Issac Newton discovered gravity in 1666.
Gravity was discovered by Issac Newton in 1666.
- Jacob Roggeveen visited Easter Island in 1722.
Easter Island was visited by Jacob Roggeveen in 1722.
- Andrea Amati created the violin in the 1500s.
The violin was created by Andrea Amati in the 1500s.
- Edmund Hillary climbed Mount Everest in 1953.
Mount Everest was climbed by Edmund Hillary in 1953.
- Leonardo da Vinci painted the *Mona Lisa* in the 16th century.
The *Mona Lisa* was painted by Leonardo Da Vinci in the 16th century.

When with Past Passive

When was the Eiffel Tower built? | It was built in 1889.

B Read and write questions for the sentences below. Use when.

- When was the Golden Gate Bridge built?
The Golden Gate Bridge was built in 1937.
- When was the Taj Mahal finished?
The Taj Mahal was finished in 1648.
- When was Pluto discovered?
Pluto was discovered in 1930.
- When was the airplane invented?
The airplane was invented in 1903.
- When was the first video game played?
The first video game was played in 1958.
- When was the first suit made?
The first suit was made in the 19th century.

42

Grammar structure 2 10 min.

- Focus students' attention on the table: When with Past Passive.
- Explain that we use "When" with Past Passive to ask about the time an action happened in the past.
- Show the question structure: When + was/were + [subject] + [past participle]? **T** "When was the Eiffel Tower built?"
- Show the answer structure: [Subject] + was/were + [past participle] + in + [time]. **T** "It was built in 1889."
- Highlight that we can use "It" instead of the subject (Eiffel Tower).

B Read and write questions for the sentences below. Use when. 10 min.

- Give students roughly five minutes to complete the grammar activity. Circulate around the class to check students' work and comprehension.
- Go over the answers together as a class.

More practice

Assign **page 27 (grammar section)** of the Workbook as homework. Alternatively, if time remains, students can start on the Workbook in class.

WB

Writing Guide

An **expository essay** explains a topic. It provides information and analysis without personal opinions. An expository essay is meant to inform the reader through facts, examples, and logical explanations.

Expository Essay Structure

Introduction

- Introduces the topic
- Previews the information

Body

- Gives specific details on the topic and meaningful information

Conclusion

- Summarizes the main points
- Gives a final thought on the topic

A Read the essay excerpt. Rewrite the topic in your own words.

Alexander Fleming was a scientist from Scotland who made a very important discovery that changed medicine. He was born in 1881 and studied to become a doctor in London. During World War I, he saw many soldiers suffer from infections, which made him want to find better ways to fight bacteria.

Full essay on page 142

B Read the topic and brainstorm.

Topic: Important Discoveries

When was it discovered?	
Why was it discovered?	
How was it discovered?	
Why is it important?	

C Plan and write your five-paragraph essay. Go to page 91 in the Workbook.

UNIT 3

43

Writing

Lesson Objectives

Students will be able to:

- read an example writing paragraph
- prepare for a writing activity
- write a five-paragraph essay

Materials

- Hang Out! Plus Student Book, Workbook

A Read the essay excerpt. Rewrite the topic in your own words. ⌚ 5 min.

- Focus students' attention on the essay excerpt in part A.
- Read the excerpt out loud and have students listen.
- Next, tell students to reread the text by themselves and rewrite the topic in their own words.
- **T** "Read the excerpt. Rewrite the topic in your own words."
- Review the correct answers as a class.

B Read the topic and brainstorm. ⌚ 5 min.

- Focus students' attention on the table at the bottom of **page 43**.
- Tell students to read the essay topic and brainstorm which two animals make the best pet. Have them fill in the table.
- Give students roughly five minutes to complete the activity.
- Circulate and monitor the students, providing assistance where necessary.

C Plan and write your five-paragraph essay. Go to page 91 in the Workbook. ⌚ 15 min.

- Instruct students to open their Workbooks to **page 91**.
- Explain to the students that they will be writing a five-paragraph essay on the topic "Important Discoveries."
- First, direct the students to the essay template on **page 91**. Instruct the students to use the provided template to write their own five-paragraph essay on the topic.
- Explain to the students that they will use the information from their brainstorming table on **page 43** in their Student Book to write an essay about an important discovery.
- Allow students roughly ten to fifteen minutes to write their essays.
- (Optional) If students finish early, provide feedback and encourage them to revise their essays.

More practice

Assign **page 29** of the Workbook as homework. Alternatively, if time remains, students can start on the Workbook in class.



Writing

Writing Guide ⌚ 10 min.

- Tell students to turn to **page 43**. Focus students' attention on the table at the top of the page.
- Explain to students that an expository essay explains a topic. It provides information and analysis without personal opinions. An expository essay is meant to inform the reader through facts, examples, and logical explanations.
- Briefly go over the compare and contrast essay structure using the information in the table.

Lesson Objectives

Students will be able to:

- recognize some target vocabulary and grammar while learning about an engaging topic
- practice using visual clues to assist in reading comprehension
- develop listening skills and answer questions about a text

Materials

- Hang Out! Plus Student Book, Workbook
- A/V equipment or Classroom digital materials

Warm Up ⌚ 5 min.

- Ensure students have their Student Books closed. Tell them you are giving a quiz based on the last lesson, but emphasize that it's just for fun.
- Write "True" on the left side of the board and "False" on the right. Have students stand in the middle of the room.
- Explain that you will read a sentence aloud, and they should move to the side of the room that corresponds to whether the sentence is true or false. Use sentences based on part C on page 41.

CLIL: History

A ⌚ 15 min. Listen and read.

- Have students turn to **pages 44 and 45**.
- Point to the pictures and ask students: **T** "What inventions do you see?"
- Tell students to read along silently as they listen. Play **audio track 032**.
- Play the audio track again. This time, tell students to try to read aloud as they listen to the story.

B Read the questions and underline the answers.

⌚ 5 min.

- Focus students' attention on part B on **page 45**. Read the questions under each paragraph as a class.
- Tell students to find the answers within the text and underline them.
- Check answers as a class. Read the first question and select a student to answer. Repeat for the second question.

C Read and circle. ⌚ 5 min.

- Focus students' attention on part B on **page 45**. Read the questions and answer choices out loud.
- Tell students to try to circle the correct answers. Give students one to two minutes.

HISTORY OF TRANSPORTATION

A ⌚ 15 min. Listen and read.

Trains, subways, bikes, and motorcycles are several types of transportation that help people travel quickly. Long ago, people had to walk or use wagons before more modern types of transportation were invented. Sometimes, it took a long time to travel from place to place. Let's learn about three types of transportation.

Q How did people travel before modern transportation came?



Automobiles, more commonly known as cars, are everywhere. In 1885, German-born Karl Benz made one of the first automobiles. His car, the Benz Patent-Motorcar, could travel about 100 kilometers on a single tank of fuel. Benz built his car with an internal combustion engine. An internal combustion engine is a device that creates power by mixing and burning air and fuel. Today, cars are produced by companies in many countries, such as Japan, South Korea, Germany, and the United States.

Q What is a different name for a car?



Airplanes allow people to travel long distances quickly. Many people experimented with flying in the 1800s. Finally, in the early 1900s, two American brothers named Orville and Wilbur Wright became the first to successfully build and fly an airplane. Their plane, the Wright Flyer, flew a distance of only 37 meters in 12 seconds. It was the first ever flight in a machine heavier than air. Today, airplanes can transport hundreds of people for thousands of miles, and they can travel more than 800 kilometers per hour.

Q When was the first successful airplane built?



Spacecraft are used to travel into space. Many American spacecraft have been designed by NASA, the US space agency. However, the first man to go to space was Russian. In 1961, Yuri Gagarin flew around Earth in the Vostok 1, the first-ever manned spaceship. Later, in 1969, the Apollo 11 took several American astronauts to the moon. Today, many other countries also want to travel into space and to other planets.

Getting from one place to another is vital to people. What kind of new transportation method do you think will come next?

- Encourage students to use the text to help them answer the questions.
- Check answers as a class. Read the first question and select a student to give the answer. Repeat for the remaining questions.

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

- Focus students' attention on part D. Give students directions about what they will hear. Read the answer choices out loud. Tell students to circle the correct answer for the questions they hear. **T** "Let's listen. There is a boy asking questions about the history of transportation. Listen and circle the correct answers for his questions."
- Play **audio track 033**.
- Check answers as a class. Read the boy's question aloud to the class. Call on students to provide the correct answer. Repeat with the second and third questions.

1. When did Karl Benz make his Benz Patent-Motorcar?
2. Who flew the first ever airplane?
3. Who went to space before the American astronauts on Apollo 11?

- Play the audio track again for students to check their answers.

B Q Read the questions and underline the answers.

C Read and circle.

1. What is the reading mainly about?
☐ a the first man on the moon
☐ b the story behind the first spacecraft
☒ c the history of different kinds of vehicles
☐ d the inventors of different kinds of transportation
2. How did Karl Benz's car work?
☐ a by mixing fuel and water
☐ b by using many tanks of fuel
☐ c by going 100 kilometers per hour
☒ d by mixing and burning air and fuel
3. What is NOT true about the Wright Flyer?
☒ a It was lighter than air.
☐ b It was built in the 1900s.
☐ c It could travel over 30 meters.
☐ d It was invented by Americans.
4. What was special about the Vostok 1?
☐ a It had enough fuel to go to the moon.
☐ b It was the first spacecraft designed by NASA.
☒ c It was the first manned spacecraft to go to space.
☐ d It was the first manned spacecraft to go to the moon.

D  Listen and answer the boy's questions.

1. ☐ a in 1969 ☐ b in 1900 ☒ c in 1885
2. ☐ a Yuri Gagarin ☐ b Karl Benz ☒ c the Wright brothers
3. ☐ a Orville Wright ☒ b Yuri Gagarin ☐ c Karl Benz

E Discuss.

1. Which old transportation method would you like to try? Why?
2. Which type of transportation do you think changed the world the most? Why?

UNIT 3

45

E Discuss.  5 min.

- Focus students' attention on part E at the bottom of **page 45**. Read the question to the class. Then, discuss the student's answers to the question. Encourage them to give different answers than their classmates and ensure every student participates. If students are struggling with the question, you can give your own answer as an example.
- Repeat with remaining questions.



More practice

Assign **page 28** of the Workbook as homework. Alternatively, if time remains, students can start on the Workbook in class.

UNIT 3 Great Ideas from the Past

Lesson Objectives

Students will be able to:

- encounter some of the target vocabulary and grammar while working on a project
- develop writing and speaking skills by creating and presenting a presentation script and poster

Materials

- Hang Out! Plus Student Book
- Paper, colored pencils or crayons

Warm Up ⌚ 5 min.

- Write several key vocabulary words on the board. Then, in pairs, students will take turns asking and answering questions using the target structures. One student will ask a question, such as, **S1** "Don't you play an instrument?" The other student will respond using the same structure, for example, **S2** "Yes, I do / No, I don't." Encourage students to use both grammar structures and alternate who is asking and answering the questions. Alternatively, the teacher can pose the questions and call on individual students to respond.

Project: Presentation

A Look and answer the questions. ⌚ 3 min.

- Focus students' attention on the questions and pictures in part A at the top of **page 46**.
- Next, go through each of the questions and pictures and discuss them as a class.

B Research the topic of your presentation.

⌚ 15 min.

- Direct the students' attention to part B at the bottom of **page 46**. Explain that they will be researching the provided topic.
- State the topic and answer any qualifying questions the students may have.
- Give students ten to fifteen minutes to research and write their ideas using the Research Guide. Students may use their phones, laptops, textbooks, etc. to research the topic.
- Circulate around the class to observe the students as they work and help any struggling students. You may ask students what they are doing to check comprehension and their ability to use the key vocabulary.

Presentation

A Look and answer the questions.

1. What do the objects below look like?
2. What do you think each object does?
3. How are the modern versions of these inventions different?



B Research the topic of your presentation.

Topic: Famous Inventions

RESEARCH GUIDE	NOTES
• Research and answer the questions. - What invention are you researching? - When was it made? - How does it work? - Is it still used today? If so, how has it changed? - Is it useful? Who uses it?	

C Create a poster. ⌚ 5 min.

- Give students five minutes to make and decorate a poster based on their research.

D Write your own presentation script. Use the speaking tip. ⌚ 10 min.

- Direct students to the speaking tip and table at the top of **page 47**.
- Read and explain the speaking tip and give examples of how to use it for their presentations.
- Give students about ten minutes to write their presentation scripts.

E Present your poster. ⌚ 10 min.

- Each student will come to the front of the class to present their poster and give their speech.
- Ask for volunteers to present first. If no one volunteers, pick students or choose a random order.

F Listen and give feedback. ⌚ 2 min.

- Direct the students' attention to the evaluation charts at the bottom of **page 47**. Explain that they will be writing feedback about two of their classmate's posters and/or performances.
- Give students roughly two minutes to write their reviews. Circulate around the room, helping any struggling students and asking questions about what the students are writing in their reviews and why.

C Create a poster.

D Write your own presentation script. Use the speaking tip.

Speaking Tip

Use academic and reliable sources to add authority to your supporting details. You can check if a source is credible using the Five Ws method.

Who is the author?	What is the purpose of the writing?
When was it written?	Where is the content from?
Why did the author write it?	

It's important to cite your sources when you present specific facts or data so the audience can know where you found the information.

According to (source name)...
(Source name) says that...

E Present your poster.

F Listen and give feedback.

Classmate's name: _____

Evaluation 1

Spoke clearly 1-2-3-4-5

Pace/Fluency 1-2-3-4-5

Entertaining 1-2-3-4-5

Understood the topic 1-2-3-4-5

Used the speaking tip 1-2-3-4-5

What did you like best about the presentation?

What can be improved?

Classmate's name: _____

Evaluation 2

Spoke clearly 1-2-3-4-5

Pace/Fluency 1-2-3-4-5

Entertaining 1-2-3-4-5

Understood the topic 1-2-3-4-5

Used the speaking tip 1-2-3-4-5

What did you like best about the presentation?

What can be improved?

I can sentences:

Speaking

1. I can talk about inventions, discoveries, and famous structures.
2. I can talk about past events in history.

Listening

3. I can understand when someone talks about important inventions.
4. I can understand when someone talks about past events in history.

Reading

5. I can read and understand short passages about past inventions.

Writing

6. I can write a five-paragraph essay about an important discovery.

Check Up 10 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 and phrases at the top of the page. Ask students to check all of the words and phrases they know.
T "Look at the words and phrases. Check the words and phrases you know."
- Walk around the class to briefly gauge the words and phrases that students have difficulty with. If you see the same words and phrases unchecked by many of the students, review these words and phrases.
- Direct the students back to the pages that contain images of these words and phrases.
- 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.

UNIT 4

You Should Have...

Lesson 1

Unit Objectives

- Giving advice
- Regrets about bad behavior

Lesson Objectives

Students will be able to:

- recognize and name the first set of eight key vocabulary items
- give advice about what someone should and should not have done

Key Words Vocabulary Vocabulary set 1

ask for permission, cheat on a test, copy someone's homework, be respectful, say sorry, gossip, train more, tell the truth

Core Structure

- **Should have + past participle**

You should have been more respectful.

You should not have fought at school.

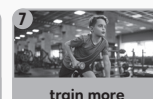
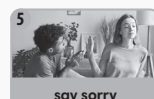
Materials

- Hang Out! Plus Student Book, Workbook
- A/V equipment or Classroom digital materials



A Look at the picture. Then, listen and watch.

B Listen and say.



48

Warm Up 5 min.

- Have students open their Student Book to **page 48**.
- Read the title of the lesson and the learning points.
- Ask students the focus question: **T** "What is something you wish you had done differently?" Call on students individually to answer. If students have difficulty coming up with ideas, suggest something that you wish you had done differently (e.g. *exercise more*). Encourage different students to give different answers.

A Look at the picture. Then, listen and watch.

10 min.

- Focus students' attention on the main picture on **pages 48 and 49**.
- Talk about the main picture. Explain the situation shown in the picture. **T** "Alex is asking Jenny for some advice. He feels guilty about cheating on a test and is asking what he should do. Jenny is telling him to go tell his teacher and say sorry. Have you ever given advice to someone?"
- Play **audio track 034**.
- Play the animation.

Alex: Jenny, I need your help!

Jenny: What's wrong?

Alex: Yesterday we had a test in math, and I didn't study. I should have studied, but I completely forgot.

Jenny: That's ok, I'm sure if you ask for permission from your teacher, you could retake the test.

Alex: Well, that's not all. I was so afraid of failing that I decided to cheat on the test. I saw another student's answers and I copied them.

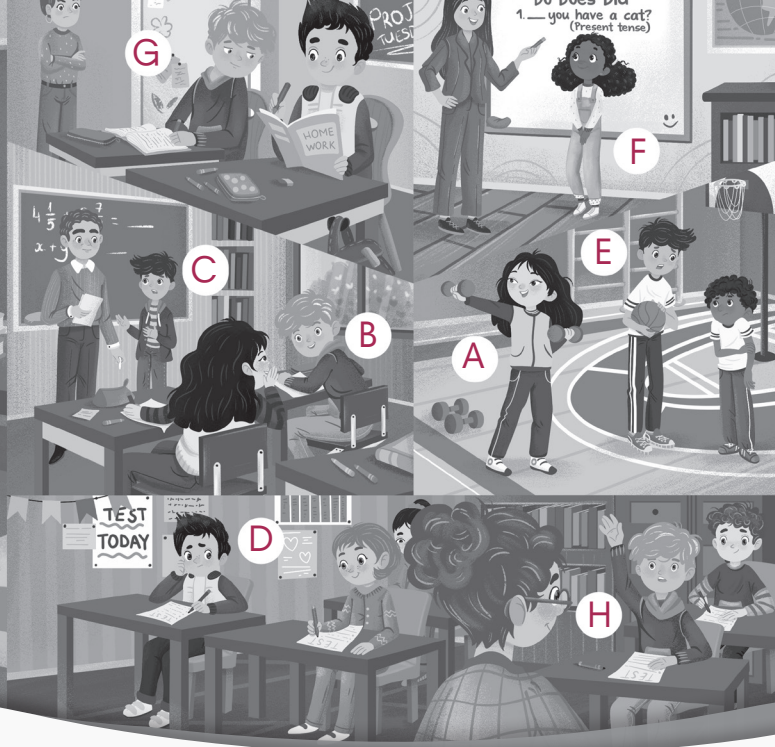
Jenny: Oh no, Alex, that was not the right thing to do.

Alex: I know. I feel so guilty, and I am afraid my teacher is going to find out. What should I do?

Jenny: Well, you should not have cheated on the test in the first place. But now that you did, you should go to your teacher, tell the truth, and say sorry.

B Listen and say. 5 min.

- Focus students' attention on the vocabulary list on the bottom left-hand side of the pages.
- Tell students to listen and repeat after the audio. **T** "Listen to the word and phrases. Look at the pictures and say the phrases."
- Play **audio track 035**. Make sure the students are following along and repeating the word and phrases.
- Play the audio track again and have students point at the images at the bottom of the page.



C **Look at the pictures. Then, listen and write the letters.**

D **Look at the pictures and say.**



You should have been respectful.

You should not have cheated on the test.

UNIT 4

49

More practice

Assign **pages 30 and 31** of the Workbook as homework. Alternatively, if time remains, students can start on the Workbook in class.



C **Look at the pictures. Then, listen and write the letters.** **5-10 min.**

- Play **audio track 036**. Have students listen to each word or phrase and write the corresponding letters in the circles on the picture.

T "Listen. Find the word or phrase in the picture. Write the letter."

- To review key vocabulary, you can use downloadable flashcards and vocabulary tests.

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

- Tell students to look at the dialogues in part D on **page 49**.
- Put students in pairs. **T** "Sit with a partner." Have them practice the dialogues by reading the sentences in the box.
- Have students look at the main picture and continue to ask questions about the key vocabulary in the main picture.
- Choose two or three students and have them stand and perform the dialogues for the class.

(possible answers)

1. You should have asked for permission.
2. They should not have gossiped.
3. She should have said sorry.
4. You should not have copied someone's homework.

Lesson Objectives

Students will be able to:

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

Materials

- Hang Out! Plus Student Book, Workbook

Warm Up 5 min.

- Tell students to look at the pictures on **pages 48 and 49**. As a review, ask students what they can see. Encourage different students to provide all of the words and phrases from vocabulary set 1 (introduced in lesson 1).
- Next, explain that you are going to give students situations where someone did something, and they will give advice using "should have." For example: **T** "Tom cheated on a test. What should Tom have done?" to elicit a response. **SS** "He should have studied more." Use different situations such as: **T** "Alice copied someone's homework. What should Alice have done? John didn't tell the truth. What should John have done?"

Reading

A Read. 10 min.

- Focus students' attention on the diary in the Reading section on **page 50**.
- Read the diary to the students, pausing after each sentence. Ask questions about the diary and elicit answers from the students.
- Tell students to write the answers to complete the questions at the bottom of the page. Circulate around the class to observe and assist students where necessary.
- Finally, reread the diary. Call on students to read a sentence at a time.

B Read and answer. 10 min.

- Read the diary again. Call on students to read one sentence at a time.
- Tell students to write the answers to complete the questions at the bottom of the page. Circulate around the class to observe and assist students where necessary.

A Read.

Alex's Diary

Dear Diary,
Wow, I have really gotten myself in trouble now. On Tuesday, we had a math test at school. I should have studied over the weekend, but I completely forgot, and I spent the whole weekend playing soccer with Daniel. I can't believe I was so careless. When it was time to take the test, I panicked, and I decided to cheat. I could see Nadir's test from my seat, and I copied his answers onto my test. I felt so guilty afterward, so I asked Jenny for advice. She's wise and always seems to know what to do. Jenny said I should just go to my teacher and tell the truth, but I'm afraid I will get into trouble. I should have asked for permission to take the test on a different day, but now it is too late. I don't

know what to do. I should have been more respectful to Nadir. He worked so hard to study for the test and learn math, and I took advantage of his hard work. That is not something a good friend should do. I always like to be honest and tell the truth, and I want to do well in school. I never copy my friend's homework, and I am always respectful of the teacher during class. What should I do now? My teacher is very strict, so I don't think she will forgive me. She might even give me a failing grade. Even so, I think I need to tell the truth because it is the right thing to do. I will also say sorry to Nadir. I may not be the best student, but I can be a good friend.

B Read and answer.

1. Why didn't Alex study for the test?
He was playing soccer with Daniel all weekend.
2. What advice did Jenny give Alex?
Jenny told Alex to go to the teacher and tell the truth.
3. How does Alex usually act in school?
He is always respectful of the teacher.
4. What does Alex think his teacher will do if he tells the truth?
Alex thinks she will give him a failing grade.
5. What did Alex decide he should do?
☒ a say sorry ☐ b ignore Nadir ☐ c cheat again

50

Speaking

A Imagine your friend got in trouble at school. What did he/she get in trouble for? 2 min.

- Have students look at **page 51**.
- Tell students to imagine that their friend got in trouble at school. Have them write what their friend got in trouble for in the box (e.g. *copied someone's homework*).

B What are some things he/she should/shouldn't have done? Make a list. 5 min.

- Tell students to write a list of five things that their friend should or should not have done. (e.g. *He/She shouldn't have copied someone's homework. He/She should have done his/her own homework.*, etc.)
- Give students roughly three minutes to write the activities.
- Circulate around the class to observe and assist students where necessary.

Speaking

A Imagine your friend got in trouble at school. What did he/she get in trouble for?

Example: He copied someone's homework.

B What are some things he/she should/shouldn't have done? Make a list.

Example: He shouldn't have copied someone's homework.

1.

2.

3.

4.

5.

C Ask five classmates what they think your friend should/shouldn't have done. Then, fill in the table.



What should he have done?



He/she should have done his homework on by himself.

Name	What should/shouldn't your friend have done?

UNIT 4

51

More practice

Assign **pages 32 and 33** of the Workbook as homework. Alternatively, if time remains, students can start on the Workbook in class.



C Ask five classmates what they think your friend should/shouldn't have done. Then, fill in the table.

15 min.

- Focus students' attention on the model dialogue. Select two students in the class to read the lines for each of the characters. **T** "Can you read the dialogue? You be Jenny, and you be Li."
- Use the model dialogue to demonstrate the answer/question exchange, and how to complete the activity in part B.
- Tell students to walk around the classroom and ask five classmates what they think your friend should/shouldn't have done.
- Each of their classmates should be Student A, and Student A should ask Student B the question first. Student B should explain what his/her friend got in trouble for. Student A should then give advice on what the friend should/shouldn't have done. **T** "Walk around and ask five classmates. Student A asks first. Student B explains what the friend got in trouble for. Then, Student A gives advice."
- Give the students five to ten minutes to finish the activity. Then, Student B asks Student A the question, and Student A answers. **T** "OK. Now change. Student B asks the question. Student A answers the questions."
- Choose one student and ask him/her what his/her friend got in trouble for. **T** "What did your friend get in trouble for?" After the student has responded, choose another student in the class. to give advice. Repeat with several other students.

UNIT 4 You Should Have...

Lesson Objectives

Students will be able to:

- encounter and explore a story linked to the theme of the unit
- recognize and name the second set of eight key vocabulary items
- give advice about past actions and their consequences

Key Words Vocabulary set 2

be punished, fail an exam, get good grades, be grounded, feel guilty, fight, win an award, get detention

Expansion Structure

• Third conditional + *would have*

If I had asked for permission, I would not have been punished.
If she had trained more, she would have won an award.

Materials

- Hang Out! Plus Student Book, Workbook
- A/V equipment or Classroom digital materials

Warm Up 5 min.

- Tell students to look back at the speaking activity on **page 51**. Choose one student and ask him/her about a situation where a friend got in trouble. **T** "What did your friend get in trouble for?" **SS** "He/She copied someone's homework." Follow up by asking, **T** "What should your friend have done?" **SS** "He/She should have done his/her own homework." Repeat this with several other students in the class.

Story

A Listen and write. Then, watch. 5 min.

- Tell students to turn to **page 52**. Focus their attention on the comic strip.
- Ask students two questions about the pictures and elicit answers.
 1. Point to the first frame. **T** "Which character does not look happy?" (Mateo)
 2. Point to the second frame. **T** "What is Mateo doing?" (playing computer games)
- Play **audio track 037**. 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 fill in the blanks.
- Play the animation.



A Listen and write. Then, watch.

Jenny It's finally the weekend! I can't wait to go to the movies with everyone tomorrow.
Mateo I can't go with you this time, I'm afraid.
In fact, I can't go anywhere this weekend because I'm grounded.
Alex That's terrible! You've been waiting to see this movie for ages. Did you copy someone's homework?
Mateo No, I failed my science exam, so I'm being punished.
Jenny You usually do well in science! What went wrong this time?
Mateo You see, I was trying to complete this new video game...
Alex Mateo... you should have studied for your test first and played video games afterward.
Mateo I know, I know. If I had studied, I would have gotten good grades on the science exam.
Jenny Now you have to stay at home.
Mateo And the worst thing is I'm grounded, so I can't play video games!



B Role-play the story.

C Read the story again. Then, answer.

1. What are the friends' plans for the weekend?
a watching a soccer match b going shopping c watching a movie
2. Why is Mateo grounded?
a He failed an exam. b He was rude. c He broke his phone.
3. Why did Mateo NOT study for the exam?
a He was trying to finish a video game. b He was watching his favorite movie. c He was talking on the phone.
4. What does Alex say Mateo should have done?
a said sorry b studied for his exam c been respectful

52

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.

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 circle one.
- Review answers as a class.

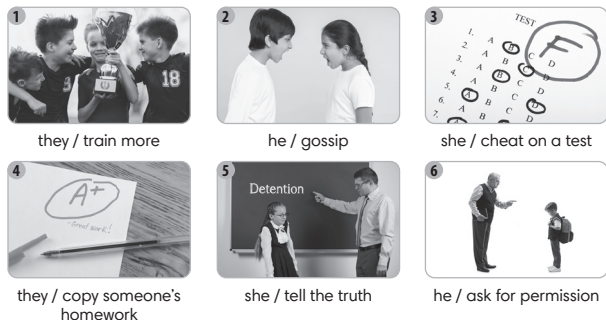
A Listen and say.**B** Listen and write the letters.**C** Listen. Then, look at the pictures and say.

You should have asked for permission.

Right, if I had asked for permission, I would not have been punished.

She should have said sorry.

If she had said sorry, she would not have felt guilty.



UNIT 4

53

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

10 min.

- Focus the students' attention on the model dialogue in part C. Play **audio track 040**.
- Split the class into two groups, A and B. Instruct group A to repeat the question aloud after you. Then, have group B repeat the answer after you. Have groups swap roles and ask/answer again.

Jenny: You should have asked for permission.

Li: Right, if I had asked for permission, I would not have been punished.

Jenny: She should have said sorry.

Li: If she had said sorry, she would not have felt guilty.

- Tell students to look at the six pictures. Put students in pairs and assign one student to be Student A and the other to be Student B. Tell Student A to make a question based on picture one. Student B responds.
- Then, have students swap roles and run through the exercise again for each of the images.

Answers

- They should have trained more. → Right, if they had trained more, they would have won an award.
- He shouldn't have gossiped. → If he hadn't gossiped, they wouldn't have fought.
- She shouldn't have cheated on a test. → Right, if she hadn't cheated, she wouldn't have failed the exam.
- They shouldn't have copied someone's homework. → If they hadn't copied someone's homework, they wouldn't be grounded.
- She should have told the truth. → If she told the truth, she would not have been punished.
- He should have asked for permission. → Right, if he had asked for permission he would not have been punished.

More practice

Assign **pages 34 and 35 (speaking section)** of the Workbook as homework. Alternatively, if time remains, students can start on the Workbook in class.

Expand

A Listen and say. 5 min.

- Have students look at the key vocabulary on **page 53**.
- Tell students to listen and repeat after the audio.
- Play **audio track 038**. Make sure the students are following along and repeating the words and/or phrases.

B 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 letters they hear next to each picture.
- Play **audio track 039**. 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 E?"

Lesson Objectives

Students will be able to:

- review and practice both grammar structures for the unit using previously encountered key vocabulary

Materials

- Hang Out! Plus Student Book, Workbook
- A/V equipment or Classroom digital materials

Warm Up 5 min.

- Ask students to recall the two grammar structures from the unit.
- Write the first grammar structure on the board. Explain how to construct sentences with this grammar structure. Ask students to plug other words into the structure to form new sentences.
- Write the second grammar structure on the board. Explain how to construct sentences with this grammar structure. Ask students to plug other words into the structure to form new sentences.
- (Optional) With a strong class, you can have students come to the front and write sentences using both grammar structures.

Grammar

Grammar structure 1 10 min.

- Tell students to turn to **page 54**. Focus students' attention on the table: *Should Have + Past Participle*.
- Explain that "should have + [past participle]" is used to give advice about actions that did not happen in the past but would have been better if they had happened.
- Show the structure: [Subject] + *should have / should not have* + [past participle]. **T** "You should have been more respectful."
- Explain that "should not have" should be used to talk about something that should not have been done. **T** "He should not have fought at school."
- "Should have" means that something was the right thing to do in the past, but it did not happen. "Shouldn't have" means that something was the wrong thing to do in the past.

A Unscramble the sentences. 10 min.

- Give students roughly five minutes to complete the grammar activity. Circulate around the class to check students' work and comprehension.
- Go over the answers together as a class.

Should Have + Past Participle

You should have been respectful.

He should not have fought at school.

A Unscramble the sentences.

- permission / you / asked / have / for / should
You should have asked for permission.
- grades / should / you / gotten / have / good
You should have gotten good grades.
- not / I / have / cheated / test / should / the / on
I should not have cheated on the test.
- she / the / told / should / truth / have
She should have told the truth.
- sorry / should / he / said / have
He should have said sorry.

Third Conditional + Would Have

If I had asked for permission, I would not have been punished.

If she had trained more, she would have won an award.

B Read the causes and effects. Then, write sentences using the third conditional with *would have*.

Example: I, train more → win an award

If I had trained more, I would have won an award.

- he, study → get good grades
If he had studied, he would have gotten good grades.
- you, tell the truth → not feel guilty
If you had told the truth, you would not have felt guilty.
- I, be respectful → not be grounded
If I had been respectful, I would not have been grounded.
- she, copy someone's homework → get detention
If she had copied someone's homework, she would have gotten detention.
- we, say sorry → not fight
If we had said sorry, we would not have fought.

54

Grammar structure 2 10 min.

- Focus students' attention on the table: Third Conditional + *Would Have*.
- Explain that the Third Conditional is used to talk about hypothetical situations in the past—things that didn't happen but could have happened differently.
- Show the structure: *If* + [past perfect], + *would have* + [past participle]. **T** "If I had asked for permission, I would have not been punished."
- Explain the components: *If* + [past perfect]: This part talks about an imagined condition in the past. **T** "If I had asked for permission: This part did not happen in the past." *Would have* + [past participle]: This part talks about the imagined result that could have happened if the condition had been true. **T** "I would not have been punished: This is the possible result that didn't occur."
- Point out that a comma is needed after the *if*-clause because it separates the condition from the result.

B Look at the causes and effects. Then, write sentences using the third conditional with *would have*.

10 min.

- Give students roughly five minutes to complete the grammar activity. Circulate around the class to check students' work and comprehension.
- Go over the answers together as a class.

More practice

Assign **page 35 (grammar section)** of the Workbook as homework. Alternatively, if time remains, students can start on the Workbook in class.



Writing Guide

A **compare and contrast** essay explores the similarities and differences between two things. It can also explore the pros and cons or positives and negatives of one subject.

Compare and Contrast Essay Structure

Introduction

- Introduces the topic and the elements that will be compared and contrasted

Body

- Explains a point of view or position on the topic
- Challenges the first point with alternative views about the topic
- Reaches an opinion or synthesis

Conclusion

- Summarizes the main points
- Gives a final thought on the topic

A Read the essay excerpt. Write a summary of the writer's opinion.

While AI is efficient and saves time on simple jobs, students can quickly come to use it for answers and opinions, too. A very important part of learning progress is developing ideas by yourself, and AI does not encourage this. Also, while it might seem intelligent, AI is actually programmed by humans. These people have their own opinions and beliefs, so students need to be very careful about trusting the "facts" they are told.

Full essay on page 143

Sample Answer:

The writer believes that while AI can be efficient for simple tasks, it hinders students' ability to develop their own ideas, which is a crucial part of learning.

B Read the topic and brainstorm.

Topic: Positives and Negatives

View 1	View 2	Synthesis

C Plan and write your five-paragraph essay. Go to page 93 in the Workbook.

UNIT 4

55

Warm Up 5 min.

- Tell students to imagine they had made a mistake recently. Have them think about the mistake and give advice or describe what they could have done differently. For example: **T** "I didn't exercise enough last week. If I had exercised, I would have felt better. I should have worked out more."
- Put students into pairs and have them take turns sharing two sentences. First, students should talk about something that didn't go well and use the third conditional. Then, give advice or describe what they should have done differently. **ST** "If I had woken up earlier, I would not have been late for class. I should have set an alarm." **S2** "If I had studied harder, I would have passed the test. I should have reviewed my notes."

Writing

Writing Guide 5 min.

- Tell students to turn to **page 55**. Focus students' attention on the table at the top of the page.
- Explain to students that a compare and contrast essay explores the similarities and differences between two things. It can also explore the pros and cons, or positives and negatives, of one subject.
- Briefly go over the compare and contrast essay structure using the information in the table.

Lesson Objectives

Students will be able to:

- read an example writing paragraph
- prepare for a writing activity
- write a five-paragraph essay

Materials

- Hang Out! Plus Student Book, Workbook
- A/V equipment or Classroom digital materials

A Read the essay excerpt. Write a summary of the writer's opinion. 5 min.

- Focus students' attention on the essay excerpt in part A.
- Read the excerpt out loud and have students listen.
- Next, tell students to reread the text by themselves and write a summary of the writer's opinion. **T** "Read the excerpt. Write a summary of the writer's opinion."
- Review the correct answers as a class.

B Read the topic and brainstorm. 10 min.

- Focus students' attention on the table at the bottom of **page 55**.
- Tell students to choose a topic for a compare and contrast essay, focusing on both positives and negatives. How are the positive and negative points related? Have them fill in the table.
- Give students roughly five minutes to complete the activity.
- Circulate and monitor the students, providing assistance where necessary.

C Plan and write your five-paragraph essay. Go to page 93 in the Workbook. 15 min.

- Instruct students to open their Workbooks to **page 93**.
- Explain to the students that they will be writing a five-paragraph essay on the topic "Positives and Negatives."
- First, direct the students to the essay template on **page 93**. Instruct the students to use the provided template to write their own five-paragraph essay on the topic.
- Explain to the students that they will use the information from their brainstorming table on **page 55** in their Student Book to write an essay about the positives and negatives of a chosen topic.
- Allow students roughly ten to fifteen minutes to write their essays.
- (Optional) If students finish early, provide feedback and encourage them to revise their essays.

More practice

Assign **page 37** of the Workbook as homework. Alternatively, if time remains, students can start on the Workbook in class.

WB

Lesson Objectives

Students will be able to:

- recognize some target vocabulary and grammar while learning about an engaging topic
- practice using visual clues to assist in reading comprehension
- develop listening skills and answer questions about a text

Materials

- Hang Out! Plus Student Book, Workbook
- A/V equipment or Classroom digital materials

Warm Up 5 min.

- Tell students: **T** "Imagine you or someone you know made a mistake. What should they have done differently?"
- Model the activity: **T** "For example, I missed the bus today. I should have woken up earlier."
- Have students work in pairs and think of three things they or someone else should have done differently in the past. They should complete sentences using "should have + [past participle]." For example: **SS** "She should have studied harder for the test."

CLIL: History

A Listen and read. 15 min.

- Have students turn to **pages 56 and 57**.
- Point to the pictures and ask students: **T** "Have you heard the story of the Titanic?"
- Tell students to read along silently as they listen. Play **audio track 041**.
- Play the audio track again. This time, tell students to try to read aloud as they listen to the story.

B Read the questions and underline the answers. 5 min.

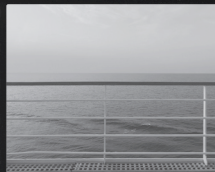
- Focus students' attention on part B on **page 57**. Read the questions under each paragraph as a class.
- Tell students to find the answers within the text and underline them.
- Check answers as a class. Read the first question and select a student to answer. Repeat for the second question.

C Read and circle. 5 min.

- Focus students' attention on part B on **page 57**. Read the questions and answer choices out loud.

CLIL: History

A Listen and read.



▼ Titanic Belfast opened in 2012. It tells the fascinating story of the ship and those on board.

THE STORY OF THE TITANIC

Launched in 1911, the Titanic was a passenger ship built in Belfast, UK. At the time, it was the largest and most expensive ship of its kind ever built, and some newspapers even said that it was "unsinkable." In fact, its first voyage in 1912 ended in a tragedy that is still remembered today.

On April 10th, the Titanic left Southampton, UK. After stopping at Cherbourg, France, then Cobh, Ireland, it began its planned 6-day journey across the Atlantic to New York City. The 269-meter-long ship was carrying around 1,300 passengers and 900 crew. To feed them, its food stores included 40,000 eggs and 1,000 loaves of bread. First-class passengers, who paid around \$3,000 in today's money, could enjoy a different 11-course menu every night. Meanwhile, in the Titanic's engine rooms, 175 men worked hard to keep the ship moving.

Q How much did first-class passengers pay?

By the night of April 14th, the Titanic was 1,250 kilometers from its destination. At around 11:40 p.m., with most passengers asleep, a large iceberg was spotted. The crew steered the ship hard away from it and put the engines into reverse, but it was too late. The Titanic struck the iceberg, which broke open the side of the ship, allowing seawater to rush in. At 12:15 a.m., distress signals were sent to other ships. The closest of these, the Californian, should have come to help. It had stopped because of icebergs and had even warned the Titanic, but now, its radio system was turned off for the night. The next closest ship, the Carpathia, did turn to help, but it was three and a half hours away.

Q Which ship was the second closest to the Titanic?

Meanwhile, on the Titanic, the crew helped women, children, and first-class passengers into lifeboats. However, the Titanic only had 20 lifeboats, enough for just 1,178 of the approximately 2,200 people on board. Those left behind had no hope of escape as water filled the front end of the ship, pulling it down until the Titanic stood upright in the water. At around 2:18 a.m., the lights went out. Soon after, the Titanic broke in half before finally sinking at 2:20 a.m. Around 1,500 passengers and crew died, two-thirds of those on board.

Q How many lifeboats did the Titanic have?

Today, a museum in Belfast tells the story of the Titanic, a tragedy that cost more lives than it should have. The disaster continues to remind us that nature is stronger than we are and that no ship is "unsinkable."

- Tell students to try to circle the correct answers. Give students one to two minutes.
- Encourage students to use the text to help them answer the questions.
- Check answers as a class. Read the first question and select a student to give the answer. Repeat for the remaining questions.

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

- Focus students' attention on part D. Give students directions about what they will hear. Read the answer choices out loud. Tell students to circle the correct answer for the questions they hear. **T** "Let's listen. There is a girl asking questions about the story of the Titanic. Listen and circle the correct answers for her questions."
- Play **audio track 042**.
- Check answers as a class. Read the girl's question aloud to the class. Call on students to provide the correct answer. Repeat with the second and third questions.

1. How long was the Titanic meant to be at sea?
2. When was the iceberg first seen by the Titanic?
3. At what time did the electricity stop working on the Titanic?

- Play the audio track again for students to check their answers.

B Q Read the questions and underline the answers.

C Read and circle.

1. What is the reading mainly about?
☐ a a ship that sank while traveling to Southampton
☐ b how safety on ships has improved over the years
☒ c a bad accident that continues to teach humans lessons
☐ d the ways in which people used to travel before airplanes
2. What is NOT true about the Titanic?
☐ a It was the largest passenger ship yet built.
☐ b It stopped twice after leaving Southampton.
☐ c It sailed across the Atlantic toward New York City.
☒ d It offered each passenger an 11-course meal.
3. What did the crew of the Titanic do when they saw the iceberg?
☐ a They tried to push it out of the way with the side of the ship.
☐ b They put women and children into lifeboats.
☒ c They turned the ship and tried to make it stop.
☐ d They sent a distress signal to other ships in the area.
4. What was significant about the Californian?
☐ a It could have told the Carpathia where the Titanic was.
☐ b It could have warned the Titanic about the iceberg.
☐ c It could have stopped when it heard from the Titanic.
☒ d It could have rescued passengers from the Titanic.

D  Listen and answer the girl's questions.

1. ☒ a 5 days ☐ b 24 hours ☐ c 269 hours
2. ☐ a April 10th ☒ b April 14th ☐ c April 15th
3. ☐ a 12:15 a.m. ☒ b 2:18 a.m. ☐ c 2:20 a.m.

E Discuss.

1. Which disasters can you think of?
2. What do you think we learned from them?

UNIT 4

57

E Discuss.  5 min.

- Focus students' attention on part E at the bottom of **page 57**. Read the question to the class. Then, discuss the student's answers to the question. Encourage them to give different answers than their classmates and ensure every student participates. If students are struggling with the question, you can give your own answer as an example.
- Repeat with remaining questions.



More practice

Assign **page 36** of the Workbook as homework. Alternatively, if time remains, students can start on the Workbook in class.

Lesson Objectives

Students will be able to:

- encounter some of the target vocabulary and grammar while working on a project
- develop writing and speaking skills by researching and debating a topic

Materials

- Hang Out! Plus Student Book
- Optional: paper

Warm Up ⌚ 5 min.

- Ask students to think about past situations where things didn't go as planned and say how they could have been different. For example, "I forgot to buy bread. If I had remembered to buy bread, I would have made sandwiches for lunch."
- Have students work in pairs. Ask them to come up with three sentences, using the third conditional, to describe situations that didn't happen the way they wanted and what could have been different. For example:
S1 "If we had left earlier, we would have caught the bus."
S2 "If I had studied harder, I would have passed the test."
- Ask a few students to share their sentences with the class.

Project: Discussion

A Look and answer the questions. ⌚ 3 min.

- Focus students' attention on the questions and pictures in part A at the top of **page 58**.
- Next, go through each of the questions and pictures and discuss them as a class.

B Prepare for a discussion about the question below. ⌚ 3 min.

- Focus students' attention on the statement in part B.
- Read the statement to the class. Ensure students fully understand the topic and ask how the topic relates to the questions/pictures discussed in part A.

C Research wilderness survival skills. ⌚ 15 min.

- Direct the students' attention to part C at the bottom of **page 58**. Explain that the students will be researching wilderness survival skills.
- Give students ten to fifteen minutes to research and write their ideas using the Research Guide. Students may use their phones, laptops, textbooks, etc. to research the topic.

Discussion

A Look and answer the questions.

1. What places do you see in the pictures below?
2. What would be challenging about surviving in these places?
3. What should you do to survive in these places?



B Prepare for a discussion about the question below.

Question: If you could bring only five things with you to survive in the wild for a month, what would you bring?

C Research wilderness survival skills.

RESEARCH GUIDE	NOTES
• Research and answer the questions. - What skills do you need to survive in the wild? - What are the best ways to find food in the wild? - What are the best ways to find or make shelter in the wild? - What tools do you need to survive in the wild?	

- Circulate around the class to observe the students as they work and help any struggling students. You may ask students what they are doing to check comprehension and their ability to use the key vocabulary.

D Discuss the topic with the class. Use the speaking tip. ⌚ 20 min.

- Direct students to the speaking tip and table at the top of **page 59**.
- Read and explain the speaking tip and give examples of how to use it during a discussion.
- Start the discussion off by asking the class the topic question.
T "If you could only bring five things with you to survive in the wild for a month, what would you bring?"
- Invite students to volunteer to start the discussion. If no one volunteers, select a student to begin.
- Encourage students to share opinions supported by their research.
- Facilitate interaction by prompting quieter students to contribute and guiding the conversation with follow-up questions as necessary.

E Evaluate your classmates' performances in the discussion. ⌚ 4 min.

- Direct the students' attention to the evaluation charts at the bottom of **page 59**. Explain that they will be writing feedback about two of their classmate's performances during the discussion.

D Discuss the topic with the class. Use the speaking tip.

Speaking Tip

When you present an opinion in a discussion, it can be helpful to support your opinion with facts and figures from your research. This shows your listener that your opinion is based on important information.

Phrase	Example
According to...	According to the Wilderness Survival School, the most important wilderness survival skill is building a fire.
Based on...	Based on Outward Bound's survival guide, the most important thing to bring with you in the wild is a map.
_____ says that...	The American Red Cross says that it can be helpful to take a wilderness first aid course.

E Evaluate your classmates' performances in the discussion.

Classmate's name: _____

Evaluation 1

Answered the question needs improvement excellent
1-2-3-4-5

Included facts & research 1-2-3-4-5

Listened to others 1-2-3-4-5

Used the speaking tip 1-2-3-4-5

What was his/her best point in the discussion?

What can be improved?

Classmate's name: _____

Evaluation 2

Answered the question needs improvement excellent
1-2-3-4-5

Included facts & research 1-2-3-4-5

Listened to others 1-2-3-4-5

Used the speaking tip 1-2-3-4-5

What was his/her best point in the discussion?

What can be improved?

UNIT 4 59

I can sentences:

Speaking

1. I can give advice.
2. I can say what I regret doing.
3. I can ask and answer questions about what should or should not have been done.

Listening

4. I can understand when someone talks about their regrets and give advice.
5. I can understand when someone asks what they should or shouldn't have done.

Reading

6. I can read and understand short passages about regrets and giving advice.

Writing

7. I can write a five-paragraph essay about the positive and negative points of a topic.

- Give students roughly four minutes to write their evaluations. Circulate around the room, helping any struggling students and asking questions about what the students are writing in their evaluations and why.

Check Up 10 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 and phrases at the top of the page. Ask students to check all of the words and phrases they know.
- **T** "Look at the words and phrases. Check the words and phrases you know."
- Walk around the class to briefly gauge the words and phrases that students have difficulty with. If you see the same words and phrases unchecked by many of the students, review these words and phrases.
- Direct the students back to the pages that contain images of these words and phrases.
- 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.

Review Units 3-4

Materials

- Hang Out! Plus Student Book
- A/V equipment or Classroom digital materials

A Write the words. ⌚ 15 min.

- Tell students to open their Student Book to **page 60**.
- Point to each of the pictures on the page. Say the word and have students repeat.
- Point to picture 1 (seat belt) and ask students what it is. Write the word "seat belt" on the board and have students fill in the puzzle for number one. Then, have a student read the definition aloud.
- Tell students to look at the rest of the pictures, write the words in the puzzle, and read the definitions.
- Once the students complete the puzzle, have them write the secret word in the blank. (behavior)
- Encourage students to look back over units 3-4 to help with finding the answers.
- If students are having a difficult time with the words, or to help weaker groups, you can write the list of words on the board.

B Listen and check. 🎧 043 ⌚ 10 min.

- Focus students' attention on part B on **page 61**.
- Tell students they will listen to a dialogue between a girl and a boy.
- Play **audio track 043**. The first time, students should just listen.

Girl: Did you know that the light bulb was invented by Thomas Edison?

Boy: Yes! It's amazing how that invention changed everything.

Girl: What about the telephone? When was it invented?

Boy: The telephone was invented in 1876 by Alexander Graham Bell.

Girl: I wish I had paid more attention more in history class. I would have learned so much more.

Boy: Exactly! And think about all the amazing structures, like the Eiffel Tower.

Girl: Right! The Eiffel Tower was built for the 1889 World's Fair, right?

Boy: Yeah, and the Taj Mahal was built as a tomb for Mumtaz Mahal.

Girl: Sometimes, I feel bad for not knowing more about the history behind these inventions and places.

Boy: You should have respected them more! They tell such important stories.

Girl: If only we could travel back in time to see them being made.

Boy: That would be incredible! We could even see when cement was first used in construction.

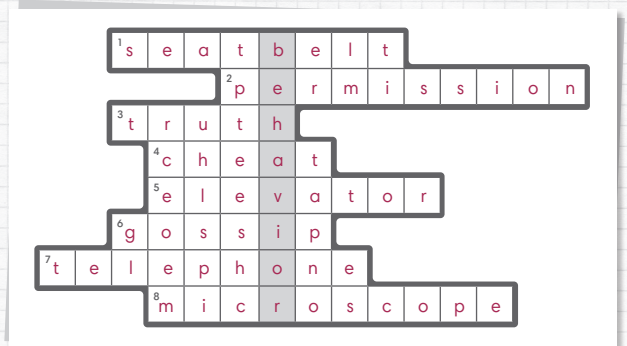
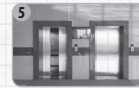
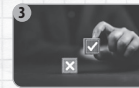
Girl: It must have been a proud moment.

Review... UNITS 3-4



A Write the words.

1. a thing in vehicles to keep you safe
2. letting someone do something
3. not a lie
4. to trick someone or break the rules
5. a machine that moves people up and down
6. talking about other people
7. a device used to talk to people who are far away
8. a device used to see very small things



What's the secret word? behavior

60

- Next, read the four questions on **page 61**. Then, point to the two answer choices for each question (a and b) and ask students to say what they can see.
- Play **audio track 043** again. This time, students should check the correct answer choice.
- If students struggle to keep up, pause the track after each answer is mentioned.
- Review answers as a class. Read the questions and call on different students to provide the answers.
- (Optional) Play **audio track 043** one more time to give students a chance to listen for any answers they may have missed.

C Underline and correct the mistakes. ⌚ 10 min.

- Focus students' attention on part C on **page 61**.
- Explain that students will identify and correct mistakes in the sentences.
- Remind the students of the following grammar structures: 1. Past passive, 2. When with past passive, 3. Should have + past participle, and 4. Third conditional + would have.
- Give students four to five minutes to complete the activity. Circulate the room to monitor progress and provide assistance as needed. Go over answers as a class. Choose students and ask them to read out the correct sentences.

B Listen and check.

1. What did Thomas Edison invent?



2. What was invented in 1876?



3. What was built for the World's Fair?



4. Which invention is used in construction?



C Underline and correct the mistakes.

- The building was build in 1952. built
- I should have go to the grocery store yesterday. gone
- If I had done my homework, I would passed the test. would have
- This style of painting was created John. B. Smith. created by

D Read and write answers to the questions. Use the given phrases/information.

- When was the piano invented? (1700)
The piano was invented in 1700.
- What should he have done after their fight? (say sorry)
He should have said sorry.
- What would have happened if she had cheated on the test? (fail the exam)
If she had cheated on the test, she would have failed the exam.
- When was Notre-Dame built? (1345)
The Notre Dame was built in 1345.

REVIEW/UNITS 3-4

61

D Read and write answers to the questions. Use the given phrases/information. ⌚ 10 min.

- Focus students' attention on part D on **page 61**.
- Tell students to read each question and write answers using the given phrases/information. Demonstrate the first question for the class: **T** "Think about the subject of this question, 'When was the piano invented?' Use the information '1700.'" **SS** "The piano was invented in 1700."
- Instruct students to work individually to answer the rest of the questions.
- Give students four to five minutes to complete the activity. Circulate the room to monitor progress and provide assistance as needed. Go over answers as a class. Choose students and ask them to read out the correct sentences.

UNIT 5

Being a Tourist

Lesson 1

Unit Objectives

- Talking about going on a tour
- Talking about overtourism issues

Lesson Objectives

Students will be able to:

- recognize and name the first set of eight key vocabulary items
- express desires, intentions, and expectations using stative verbs

Key Vocabulary Vocabulary set 1

go backpacking, experience the culture, take in the sights, socialize with the locals, sample the food, observe local wildlife, wander around, explore new places

Core Structure

- **Infinitives with stative verbs** (*want, decide, plan, hope, wish, expect*)

We hope to socialize with the locals.

She planned to sample the food.

Materials

- Hang Out! Plus Student Book, Workbook
- A/V equipment or Classroom digital materials

Warm Up 5 min.

- Have students open their Student Book to **page 62**.
- Read the title of the lesson and the learning points.
- Ask students the focus question: **T** "Where is somewhere you have traveled as a tourist?" Call on students individually to answer. If students have difficulty coming up with ideas, name some places where you have traveled as a tourist. Encourage different students to give different answers.

A 10 min. Look at the picture. Then, listen and watch.

- Focus students' attention on the main picture on **pages 62 and 63**.
- Talk about the main picture. Explain the situation shown in the picture. **T** "Li has plans to go on a vacation next year. She is telling Nadir what she wants to do during her trip. She wants to observe local wildlife, wander around, and explore new places in New Zealand. What do you like to do when you go on vacation?"
- Play **audio track 044**.
- Play the animation.



A 044 Look at the picture. Then, listen and watch.

B 045 Listen and say.



62

Li: I'm so excited, my family and I are going on vacation to New Zealand next year!

Nadir: Wow, that sounds amazing. I read a book about New Zealand once and I really want to go. What are you going to do while you are there?

Li: Well, we have a lot to plan still, but I know some things I want to do.

Nadir: Like what?

Li: I really want to observe local wildlife. I hope to see a kiwi bird!

Nadir: That would be amazing. Do you plan to go backpacking?

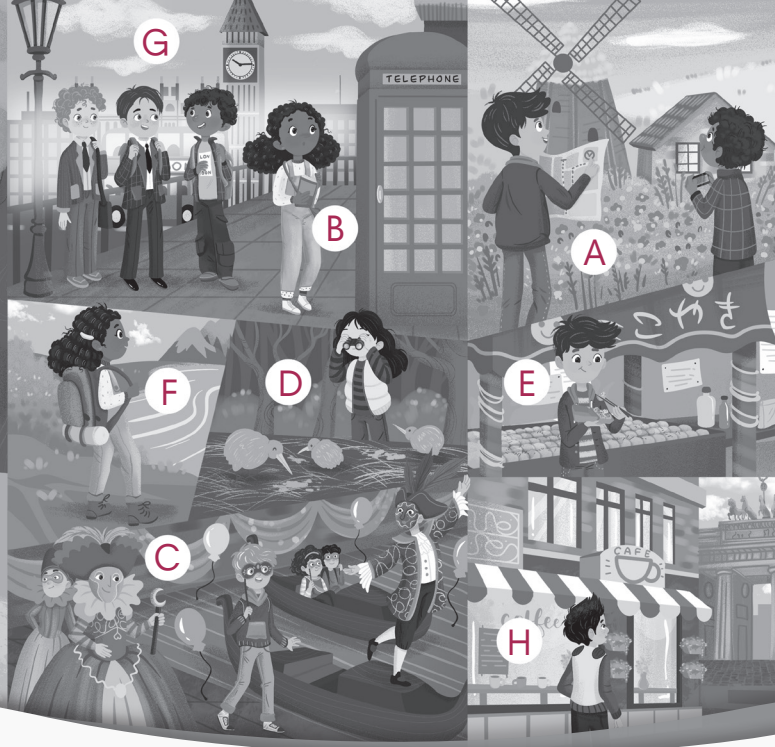
Li: I don't know if my parents will let us. I hope we at least get to wander around and explore new places.

Nadir: I'm sure you will. I read in my book that New Zealand has an amazing culture—the Maori! Do you think you will get to experience the culture?

Li: We plan to, as long as we can do it respectfully.

B 045 Listen and say. 5 min.

- Focus students' attention on the vocabulary list on the bottom left-hand side of the pages.
- Tell students to listen and repeat after the audio. **T** "Listen to the phrases. Look at the pictures and say the phrases."
- Play **audio track 045**. Make sure the students are following along and repeating the phrases.



C **Look at the pictures. Then, listen and write the letters.**

D **Look at the pictures and say.**



We want to explore new places.
She planned to sample the food.

Stative verbs are verbs that are commonly used with the infinitive:

- | | |
|----------------|----------------|
| • want to... | • hope to... |
| • decide to... | • wish to... |
| • plan to... | • expect to... |

UNIT 5

63

(possible answers)

1. She wants to go backpacking.
2. They hope to experience the culture.
3. He wishes to take in the sights.
4. He expects to wander around.
5. We decided to socialize with the locals.

More practice

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



- Play the audio track again and have students point at the images at the bottom of the page.
- Play the audio track again and have students point at the images at the bottom of the page.

C **Look at the pictures. Then, listen and write the letters.** **5-10 min.**

- Play **audio track 046**. Have students listen to each phrase and write the corresponding letters in the circles on the picture.

T "Listen. Find the phrase in the picture. Write the letter."

- To review key vocabulary, you can use downloadable flashcards and vocabulary tests.

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

- Tell students to look at the structures in part D on **page 63**.
- Put students in pairs. **T** "Sit with a partner." Have them practice the structures by reading the sentences in the box.
T "Let's read together."
- Have students look at the main picture and continue to ask questions about the key vocabulary in the main picture.
T "Look at the picture. Talk about the picture with your partner."
- Choose two or three students and have them stand and perform the structures for the class.

UNIT 5 Being a Tourist

Lesson Objectives

Students will be able to:

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

Materials

- Hang Out! Plus Student Book, Workbook

Warm Up ⌚ 5 min.

- Tell students to look at the pictures on **pages 62 and 63**. As a review, ask students what they can see. Encourage different students to provide all of the phrases from vocabulary set 1 (introduced in lesson 1).
- Next, ask students to think about their dream vacation. Choose a student and ask him/her: **T** "What would you do on your dream vacation?" to elicit a response. **SS** "I hope to wander around the city." Call on different students to speak and encourage them to use different answers.

Reading

A Read. ⌚ 10 min.

- Focus students' attention on the travel guide in the Reading section on **page 64**.
- Read the travel guide to the students, pausing after each sentence. Ask questions about the travel guide and elicit answers from the students.
- Tell students to write the answers to complete the questions at the bottom of the page. Circulate around the class to observe and assist students where necessary.
- Finally, reread the travel guide. Call on students to read a sentence at a time.

B Read and answer.

- Read the travel guide again. Call on students to read one sentence at a time.
- Tell students to write the answers to complete the questions at the bottom of the page. Circulate around the class to observe and assist students where necessary.

A Read.

TRAVEL GUIDE: BARCELONA, SPAIN ✈

So you have decided to visit Barcelona! Here are all the tips to enjoy your visit:

WHERE TO GO AND WHAT TO DO

- **La Rambla**
This is Barcelona's most famous street. It is the best place to just wander around and take in the sights. You will find street artists, markets, and beautiful buildings.
- **Park Güell**
Many pictures you see from Barcelona come from this park. It has statues, mosaics, and beautiful views of the city.
- **Gran Teatre del Liceu**
If you hope to experience Spanish and Catalan culture, visit the Gran Teatre del Liceu. You can see opera, ballet, plays, and orchestra performances. The building also has galleries with art exhibits.
- **Barceloneta**
When you get tired of learning about history and culture, you can take a break at the beach! You can swim in the Mediterranean, sunbathe on the sand, or walk down the promenade. You can expect to socialize with the locals here. This beach attracts tourists and locals alike.

No matter whether you spend your time at the beach, taking in the sights, or just socializing with the locals, you will have a magical visit to this beautiful city!

FOOD TO SAMPLE

- **Tapas** are a famous Spanish tradition. Tapas are small plates that you share with your friends. Common tapas in Barcelona are *patatas bravas* (spicy potatoes), Spanish cheese, olives, or roasted padron peppers. In Barcelona, tapas are also sometimes called *pintxos*.
- **Paella** is a rice dish that originally comes from southern Spain, but Barcelona has its own delicious local version. Each paella is different. It usually includes seafood, chicken, vegetables, and saffron.



B Read and answer.

1. What is the best street to wander around in Barcelona?
La Rambla is the best place to explore.
2. What type of culture can you experience at the Gran Teatre del Liceu?
You can experience opera, ballet, plays, orchestra performances, and art galleries there.
3. What sea can you swim in at Barceloneta beach?
You can swim in the Mediterranean.
4. What food should you sample while you are in Barcelona?
You should sample tapas or paella.
5. Which of these is NOT something you will find in Barcelona?
☐ a parks with a city view ☐ b beautiful beaches ☒ c places to observe local wildlife

Speaking

A Think of a place in the world that you want to visit. Then, write. ⌚ 2 min.

- Have students look at **page 65**.
- Tell students to choose a place in the world that they would like to visit.
- Ask the students to write the place in the box.
- Give students roughly two minutes to write the activities.
- Circulate around the class to observe and assist students where necessary.

B What are some things you want to do while you are there? List five things. ⌚ 5 min.

- Tell students to think of five things they want to do during their visit.
- Ask the students to list the activities using full sentences.
- Give students roughly five minutes to write the activities.

A Think of a place in the world that you want to visit. Then, write.

B What are some things you want to do while you are there? List five things.

Example: I want to socialize with the locals at the beach.

1.
2.
3.
4.
5.

C Interview your classmates about where they want to go and what they want to do. Then, fill in the table.

Where do you want to go?	I want to go to Spain.
What do you hope to do there?	While I am there, I hope to experience the culture.

Place	Activity

UNIT 5

65

C Interview your classmates about where they want to go and what they want to do. Then, fill in the table.

15 min.

- Focus students' attention on the model dialogue. Select two students in the class to read the lines for each of the characters. **T** "Can you read the dialogue? You be Nadir, and you be Mateo."
- Use the model dialogue to demonstrate the answer/question exchange, and how to complete the activity in part B.
- Tell students to find five classmates and ask them where they want to go and what they want to do. Students should write the places and the activities in the table.
T "Find five classmates and ask the questions. Then, fill in the table."
- Give the students seven or eight minutes to finish the activity.
- Choose one student and ask him/her about one of his/her classmates. **T** "Where does he/she want to go and what does he/she want to do there?" After the student has responded, choose another student in the class. The first student should ask a question to the second student. Next, choose a third student. This time the second student asks a question to the third student. Continue the chain with each student first answering a question before asking the next student a question.



More practice

Assign **pages 40 and 41** of the Workbook as homework. Alternatively, if time remains, students can start on the Workbook in class.

UNIT 5 Being a Tourist

Lesson Objectives

Students will be able to:

- encounter and explore a story linked to the theme of the unit
- recognize and name the second set of eight key vocabulary items
- talk about overtourism issues using gerunds as a subject

Key Vocabulary Vocabulary set 2

overcrowd, poach, ruin tourist destinations, destroy nature, waste natural resources, ignore warnings, disrespect local customs, endanger animals

Expansion Structure

• Gerunds as a subject

Poaching endangers animals.

Not disrespecting local customs is important.

Materials

- Hang Out! Plus Student Book, Workbook
- A/V equipment or Classroom digital materials



A Listen and write. Then, watch.

Daniel I can't wait for my trip to South America this summer. I plan to backpack in the mountains and experience the culture.

Li That sounds great! I love to explore new places.

Nadir You should be careful, Daniel. It's important to be respectful when you travel to a new place.

Daniel Oh, I hadn't thought of that. What should I do to be a good tourist?

Li I know! When you're in a new country, you must not disrespect local customs. It's important to remember that every country is different.

Nadir That's right. When you're in the mountains, Daniel, be careful that you don't endanger animals or destroy nature. Ruining tourist destinations is a big problem, too.

Li That means no littering!

Daniel This is a lot to remember! Maybe I should just stay at home.



B Role-play the story.

C Read the story again. Then, answer.

- What is Daniel excited about?
☐ a soccer game ☐ going shopping ☒ a trip to South America
- Why should Daniel be careful?
☐ His trip might be dangerous. ☒ He should be respectful on his trip. ☐ He doesn't have enough money.
- What does Li say about different countries?
☐ They are the same in many ways. ☐ They all speak different languages. ☒ They are all different.
- What does Nadir NOT tell Daniel to be careful about in the mountains?
☒ wandering around ☐ destroying nature ☐ endangering animals

66

Warm Up 5 min.

- Tell students to look back at the dream vacation wishes they made on **page 65**. Choose one student and ask him/her to talk about where they would like to visit and what they would like to do there. **T** "Where do you want to visit? What do you want to do there?" **S** "I want to go to Italy. While I am there, I plan to wander around the city." Repeat with several other students in the class.

Story

A Listen and write. Then, watch. 5 min.

- Tell students to turn to **page 66**. Focus their attention on the comic strip.
- Ask students two questions about the pictures and elicit answers.
 1. Point to the first frame. **T** "What are they looking at?" (maps, travel brochures/guides)
 2. Point to the second frame. **T** "Who is giving advice?" (Li and Nadir)
- Play **audio track 047**. 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 fill in the blanks.
- Play the animation.

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.

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 circle one.
- Review answers as a class.

Expand

A Listen and say.



B Listen and write the letters.

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

What is a problem with overtourism?

Overcrowding can cause problems.

Ruining tourist destinations is an issue.



UNIT 5 67

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

- Focus the students' attention on the model dialogue in part C. Play **audio track 050**.
- Split the class into two groups, A and B. Instruct group A to repeat the question aloud after you. Then, have group B repeat the answer after you. Have groups swap roles and ask/answer again.

Alex: What is a problem with overtourism?

Nadir: Overcrowding can cause problems. / Ruining tourist destinations is an issue.

- Tell students to look at the six pictures. Put students in pairs and assign one student to be Student A and the other to be Student B. Tell Student A to make a question based on picture one. Student B responds.
- Then, have students swap roles and run through the exercise again for each of the images.

Answers

- What is a problem with overtourism?
→ Poaching is an issue.
- What is a problem with overtourism?
→ Disrespecting local customs is an issue.
- What is a problem with overtourism?
→ Overcrowding can cause problems.
- What is a problem with overtourism?
→ Ignoring warnings is an issue.
- What is a problem with overtourism?
→ Ruining tourist destinations is an issue.
- What is a problem with overtourism?
→ Destroying nature can cause problems.

More practice

Assign **pages 42 and 43 (speaking section)** of the Workbook as homework. Alternatively, if time remains, students can start on the Workbook in class.

Expand

A Listen and say. 5 min.

- Have students look at the key vocabulary on **page 67**.
- Tell students to listen and repeat after the audio.
- Play **audio track 048**. Make sure the students are following along and repeating the words and/or phrases.

B 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 letters they hear next to each picture.
- Play **audio track 049**. 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 E?"

Lesson Objectives

Students will be able to:

- review and practice both grammar structures for the unit using previously encountered key vocabulary

Materials

- Hang Out! Plus Student Book, Workbook
- A/V equipment or Classroom digital materials

Warm Up 5 min.

- Ask students to recall the two grammar structures from the unit.
- Write the first grammar structure on the board. Explain how to construct sentences with this grammar structure. Ask students to plug other words into the structure to form new sentences.
- Write the second grammar structure on the board. Explain how to construct sentences with this grammar structure. Ask students to plug other words into the structure to form new sentences.
- (Optional) With a strong class, you can have students come to the front and write sentences using both grammar structures.

Grammar

Grammar structure 1 10 min.

- Tell students to turn to **page 68**. Focus students' attention on the table: Infinitives with Stative Verbs (*want, decide, plan, hope, wish, expect*).
- Explain that some verbs are often followed by 'to' and a base verb (infinitive). These verbs express desires, intentions, or expectations.
- Show the structure: [Subject] + [stative verb] + to + [base verb].
- Explain that the most common stative verbs for this structure are: *want, decide, plan, hope, wish, expect*.
- Write these on the board: *want to, decide to, plan to, hope to, wish to, expect to*. **T** "We hope to socialize with the locals." The 'to' connects the stative verb to the action (socialize)."

A Unscramble the sentences. 10 min.

- Give students roughly five minutes to complete the grammar activity. Circulate around the class to check students' work and comprehension.
- Go over the answers together as a class.

We hope to socialize with the locals.

He expected to wander around in the city.

A Unscramble the sentences.

- plan / I / travel / to / Europe / to / year / next
I plan to travel to Europe next year.
- backpacking / they / to / decided / Thailand / around / go
They decided to go backpacking around Thailand.
- to / expect / wander / we / around / town / the
We expect to wander around the town.
- sample / hopes / food / to / she / the
She hopes to sample the food.
- take / the / wants / sights / he / to / in
He wants to take in the sights.

Gerunds as a Subject

Poaching endangers animals.

Not disrespecting local customs is important.

B Rewrite the sentences using gerunds.

Example: It is inconsiderate to disrespect local customs.
Disrespecting local customs is inconsiderate.

- It damages the environment to waste natural resources.
Wasting natural resources damages the environment.
- It is dangerous to ignore warnings at tourist sites.
Ignoring warnings at tourist sites is dangerous.
- It is illegal to poach animals.
Poaching animals is illegal.
- It is awful to ruin tourist destinations while you are visiting a new place.
Ruining tourist destinations while you are visiting a new place is awful.
- It is important not to destroy nature while you hike.
Not destroying nature while you hike is important.
- It is harmful to endanger animals at parks and in the wild.
Endangering animals at parks and in the wild is harmful.

Grammar structure 2 10 min.

- Focus students' attention on the table: Gerunds as a Subject.
- Explain that a gerund is a verb ending in '-ing' that acts like a noun in a sentence. Write on the board: Verb + -ing = Gerund (used as a noun).
- Explain that sometimes, we use a gerund as a subject of a sentence. It tells us what the sentence is about. For example, "Swimming is relaxing." The subject is "Swimming."
- Show the sentence structure: [Gerund] + [verb] + [rest of the sentence]. **T** "Poaching endangers animals. / Not disrespecting local customs is important."
- Explain that we can also use 'not' before a gerund to show negative ideas. **T** "Not disrespecting local customs means behaving politely."

B Rewrite the sentences using gerunds. 10 min.

- Give students roughly five minutes to complete the grammar activity. Circulate around the class to check students' work and comprehension.
- Go over the answers together as a class.

More practice

Assign **page 43 (grammar section)** of the Workbook as homework. Alternatively, if time remains, students can start on the Workbook in class.

Writing Guide

A **cause and effect essay** explains why things are the way they are. It identifies underlying reasons and explains what they lead to.

Cause and Effect Essay Structure

Introduction

- Introduces the topic and the types of cause and effect that will be discussed

Body

- Identifies what causes something to happen
- Explains what this leads to
- Suggests a potential solution

Conclusion

- Summarizes the main points
- Gives a final thought on the topic

A Read the essay excerpt. Circle the causes and underline the effects.

Another problem with overtourism is the urbanization of smaller towns and villages. As a new destination becomes popular, local businesspeople build more hotels, shops, and restaurants. Tourists also create large amounts of waste, trash, and transport pollution. In places like Bali, this has led to the destruction of natural areas and habitat loss for local wildlife. To create healthy tourism, governments need to limit construction. People should also carefully consider where they choose to visit.

Full essay on page 144

B Find your topic and fill in the details.

Topic: Causes and Effects

Issue	Cause	Effect

C Plan and write your five-paragraph essay. Go to page 95 in the Workbook.

UNIT 5

69

Warm Up 5 min.

- Tell students that they will talk about things they want, plan, or hope to do this weekend or on their next vacation. They will use verbs such as *want*, *decide*, *plan*, *hope*, *wish*, or *expect*.
- Go around the room and have each student share one sentence about their plans, starting with one of the stative verbs. **ST** "What do you hope to do this weekend?" or "What do you plan to do during your next vacation?" **ST** "I plan to visit my grandparents." or "I hope to try a new restaurant."

Writing

Writing Guide 5 min.

- Tell students to turn to **page 69**. Focus students' attention on the table at the top of the page.
- Explain to students that a cause-and-effect essay explains why things are the way they are. It identifies underlying reasons and explains what they lead to.
- Briefly read and discuss the cause-and-effect essay structure using the information in the table.

Lesson Objectives

Students will be able to:

- read an example writing paragraph
- prepare for a writing activity
- write a five-paragraph essay

Materials

- Hang Out! Plus Student Book, Workbook
- A/V equipment or Classroom digital materials

A Read the essay excerpt. Circle the causes and underline the effects. 5 min.

- Focus students' attention on the essay excerpt in part A.
- Read the essay excerpt out loud and have students listen.
- Next, tell students to reread the text by themselves and circle the causes and underline the effects. **ST** "Read the essay excerpt. Circle the causes and underline the effects."
- Review the correct answers as a class.

B Find your topic and fill in the details. 5 min.

- Focus students' attention on the table at the bottom of **page 69**.
- Tell students to choose a topic for a cause-and-effect essay. Have them think about what caused the issue, what the effects are, and how the causes and effects are related. Have them fill in the table.
- Give students roughly five minutes to complete the activity.
- Circulate and monitor the students, providing assistance where necessary.

C Plan and write your five-paragraph essay. Go to page 95 in the Workbook. 15 min.

- Instruct students to open their Workbooks to **page 95**.
- Explain to the students that they will be writing a five-paragraph essay on the topic "Causes and Effects."
- First, direct the students to the essay template on **page 95**. Instruct the students to use the provided template to write their own five-paragraph essay on the topic.
- Explain to the students that they will use the information from their brainstorming table on **page 69** in their Student Book to write an essay about the causes and effects of an issue.
- Allow students roughly ten to fifteen minutes to write their essays.
- (Optional) If students finish early, provide feedback and encourage them to revise their essays.

More practice

Assign **page 45** of the Workbook as homework. Alternatively, if time remains, students can start on the Workbook in class.

WB

UNIT 5 Being a Tourist

Lesson Objectives

Students will be able to:

- recognize some target vocabulary and grammar while learning about an engaging topic
- practice using visual clues to assist in reading comprehension
- develop listening skills and answer questions about a text

Materials

- Hang Out! Plus Student Book, Workbook
- A/V equipment or Classroom digital materials

Warm Up 5 min.

- Tell students that they will talk about things that are important, helpful, or fun. They will use gerunds ('-ing' words) to start their sentences. Model an example: **T** "Swimming is fun. / Helping others is important."
- Go around the room and have each student share one sentence starting with a gerund. **T** "What's something that is helpful?" or "What's something that makes you happy?"
S "Helping people is helpful." or "Listening to music makes me happy."

CLIL: Science

A Listen and read. 15 min.

- Have students turn to **pages 70 and 71**.
- Point to the pictures and ask students: **T** "What do these tourism pictures have in common?"
- Tell students to read along silently as they listen. Play **audio track 051**.
- Play the audio track again. This time, tell students to try to read aloud as they listen to the story.

B Read the questions and underline the answers. 5 min.

- Focus students' attention on part B on **page 71**. Read the questions under each paragraph as a class.
- Tell students to find the answers within the text and underline them.
- Check answers as a class. Read the first question and select a student to answer. Repeat for the second question.

CLIL: Science

A Listen and read.

ECO-TOURISM: SPENDING FOR THE FUTURE

Eco-tourism means traveling to natural areas in ways that protect them from damage, pollution, and the loss of their wildlife. As we will see, we can all become eco-tourists by carefully choosing where we spend our money.



Ngorongoro is home to just 30 black rhinos.

In Tanzania, the government understands the benefits of eco-tourism. It has made 25% of the country into national parks and reserves. This helps attract 1.8 million visitors each year, and 90% come for eco-tourism activities. These include guided tours of the beautiful Ngorongoro Conservation area, home to rhinos, hippos, lions, and cheetahs. In the past, farming and poaching were a big problem in Ngorongoro because there were very few other jobs there. Today, visitors each pay around \$400 a day to guides from the local **Maasai** tribe. This creates jobs and protects the environment from farming, which damages the land, and poaching, which kills the animals.

Q What is the name of the tribe who live in Ngorongoro?

The Galapagos Islands helped Charles Darwin develop his theory of evolution. This has made many tourists decide to visit the islands, and the Ecuadorian Ministry of Tourism must work hard to protect them. At the airport, tourists pay an entrance fee of \$100, which is used to help care for the islands. Tourists' suitcases are also searched for plastics, like drink bottles, which are not allowed on the islands at all. Foreign fruits and vegetables are also forbidden, as their seeds might grow and change the environment. Even with guides, tourists are only allowed to enter a few areas, where they must not go within two meters of any animal.

Q Where do visitors pay their fee?



Seeing a Galapagos land iguana is one of the highlights of a trip to the islands.



Tourists can also take a more active role in caring for the environment. In Scotland, an organization called Trees for Life runs "rewilding weeks." For around \$600, tourists can stay in the beautiful Scottish Highlands and take part in a range of activities. These include checking the numbers of endangered animals such as lynx and red squirrels. Visitors also build fences to keep animals in places where they are safe. Other jobs include planting trees and removing plants that damage the forests. This may not sound like everyone's idea of a vacation, but many people say they feel rewarded and relaxed at the end of the experience.

Q Where do rewilding weeks take place?

Eco-tourism will become more and more important if we want beautiful places to escape to. It may not come cheap, but spending our money carefully and in the right places might just save them for future generations.



70

C Read and circle. 5 min.

- Focus students' attention on part B on **page 71**. Read the questions and answer choices out loud.
- Tell students to try to circle the correct answers. Give students one to two minutes.
- Encourage students to use the text to help them answer the questions.
- Check answers as a class. Read the first question and select a student to give the answer. Repeat for the remaining questions.

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

- Focus students' attention on part D. Give students directions about what they will hear. Read the answer choices out loud. Tell students to circle the correct answer for the questions they hear. **T** "Let's listen. There is a boy asking questions about eco-tourism. Listen and circle the correct answers for his questions."
- Play **audio track 052**.
- Check answers as a class. Read the boy's question aloud to the class. Call on students to provide the correct answer. Repeat with the second and third questions.

B Q Read the questions and underline the answers.

C Read and circle.

1. What is the reading mainly about?
☐ a the most unusual places tourists can visit in the world
☐ b how increased air travel is affecting natural environments
☒ c ways for tourists to take vacations that help the planet
☐ d why tourists need to find brand-new places to visit
2. How does paying Maasai guides preserve Ngorongoro?
☐ a It pays for equipment to plant trees and build homes.
☐ b It allows them to study and learn conservation techniques.
☒ c It stops them from having to dig up the land to grow food.
☐ d It means they can advertise to attract more visitors.
3. What is NOT true about the Ecuadorian Ministry of Tourism?
☐ a It has banned tourists from bringing plastics to the Galapagos Islands.
☐ b It has restricted visitors' behavior around wildlife on the Galapagos Islands.
☐ c It has stopped tourists from entering some parts of the Galapagos Islands.
☒ d It has made visitors pay a fee to bring food into the Galapagos Islands.
4. What is unusual about vacations offered by Trees for Life?
☐ a They are affordable but also luxurious.
☐ b They bring people to an unknown area.
☐ c They allow people to touch the wildlife.
☒ d They involve people paying to do work.

D Listen and answer the boy's questions.

1. ☐ a the Ecuadorian Ministry of Tourism ☒ b the Tanzanian government ☐ c Trees for Life
2. ☐ a welcoming guides ☐ b delicious local food ☒ c strict security rules
3. ☐ a lynx and lions ☐ b red squirrels and cheetahs ☒ c red squirrels and lynx

E Discuss.

1. Where did you last go on vacation?
2. Do you think it was eco-tourism? If not, what might help to make it eco-tourism?

UNIT 5

71



1. Which organization has made a quarter of its country into national parks?
2. According to the passage, what can visitors to the Galapagos Islands expect?
3. Which animals can be seen during a rewilding week?

- Play the audio track again for students to check their answers.

E Discuss. ⌚ 5 min.

- Focus students' attention on part E at the bottom of **page 71**. Read the question to the class. Then, discuss the student's answers to the question. Encourage them to give different answers than their classmates and ensure every student participates. If students are struggling with the question, you can give your own answer as an example.
- Repeat with remaining questions.



More practice

Assign **page 44** of the Workbook as homework. Alternatively, if time remains, students can start on the Workbook in class.

Lesson Objectives

Students will be able to:

- encounter some of the target vocabulary and grammar while working on a project
- develop writing and speaking skills by researching a topic and participating in a class discussion

Materials

- Hang Out! Plus Student Book
- Optional: paper

Warm Up ⌚ 5 min.

- Tell students that they will talk about activities and issues related to tourism. They will use sentences using gerunds ('-ing' words) to share their ideas. Model an example:
T "Wandering around cities is exciting. / Reducing overtourism is important."
- Go around the room and ask open-ended questions and invite students to respond with gerund subjects.
T "What's an exciting part of traveling?" or "What's a problem caused by overtourism?"
SS "Exploring new places is exciting." or "Damaging natural sites is a problem."

Project: Debate

A Look and answer the questions. ⌚ 3 min.

- Focus students' attention on the questions and pictures in part A at the top of **page 72**.
- Next, go through each of the questions and pictures and discuss them as a class.

B Prepare for a debate about the statement below.

⌚ 3 min.

- Focus students' attention on the statement in part B.
- Read the statement to the class. Ensure students fully understand the topic and ask how the topic relates to the questions/pictures discussed in part A.

C Research the pros and cons of tourism in different destinations. ⌚ 15 min.

- Direct the students' attention to part C at the bottom of **page 72**. Explain that the students will be researching both the pros and cons of tourism in different destinations.

Debate

A Look and answer the questions.

1. What places do you see in these pictures?
2. What are some of the problems with tourism you notice in the pictures?
3. What solutions to these problems can you think of?



B Prepare for a debate about the statement below.

Statement: Tourism should be banned.

C Research the pros and cons of tourism in different destinations.

RESEARCH GUIDE	NOTES
• Research and answer the questions. - What are some of the benefits of tourism? - What can you learn from visiting other countries? - What are some of the issues with tourism? - Are there laws about tourism in some countries? What are they for? - Are there effective ways to make tourism less harmful?	

- Give students ten to fifteen minutes to research and write their ideas using the Research Guide. Students may use their phones, laptops, textbooks, etc. to research the topic.
- Circulate around the class to observe the students as they work and help any struggling students. You may ask students what they are doing to check comprehension and their ability to use the key vocabulary.

D Debate as a class. Use the speaking tip. ⌚ 20 min.

- Direct students to the speaking tip and table at the top of **page 73**.
- Read and explain the speaking tip and give examples of how to use it for their presentations.
- Then, divide the class into two even teams. One team will debate the pro side of the topic and one team will debate the con side of the topic. You can have the teams flip a coin to decide which team will debate which side or the teacher can decide for them.
- Each team should develop two to three (depending on class size) arguments. The debate should follow a similar format to the following:

D Debate as a class. Use the speaking tip.

Speaking Tip

A good debater uses a **main argument** statement. This tells your listener what your opinion is and why you believe so. Usually, the main argument statement summarizes your position and two or three supporting reasons. You can use this format:

I believe that _____ because _____,
_____, and _____.

- **Example:** I believe that tourism should be banned because tourists waste natural resources, endanger animals, and overcrowd important areas.

E Evaluate the debate.

Team 1 Evaluation

Had a clear stance needs improvement ①-②-③-④-⑤ excellent

Included facts & research ①-②-③-④-⑤

Pace/Fluency ①-②-③-④-⑤

Gave counterarguments ①-②-③-④-⑤

Used the speaking tip ☐ Yes ☐ No

What did you learn from this team?

What were some of the best arguments made?

Team 2 Evaluation

Had a clear stance needs improvement ①-②-③-④-⑤ excellent

Included facts & research ①-②-③-④-⑤

Pace/Fluency ①-②-③-④-⑤

Gave counterarguments ①-②-③-④-⑤

Used the speaking tip ☐ Yes ☐ No

What did you learn from this team?

What were some of the best arguments made?

UNIT 5 73

E Evaluate the debate. ⌚ 4 min.

- Direct the students' attention to the evaluation charts at the bottom of **page 73**. Explain that they will be writing feedback about their team's and the opposing team's performance during the debate.
- Give students roughly five minutes to write their evaluations. Circulate around the room, helping any struggling students and asking questions about what the students are writing in their evaluations and why.

Check Up ⌚ 10 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 and phrases at the top of the page. Ask students to check all of the words and phrases they know.
T "Look at the words and phrases. Check the words and phrases you know."
- Walk around the class to briefly gauge the words and phrases that students have difficulty with. If you see the same words and phrases unchecked by many of the students, review these words and phrases.
- Direct the students back to the pages that contain images of these words and phrases.
- 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 places I want to visit.
2. I can say what activities I want to do in a place.
3. I can ask and answer questions about where I want to go and what I want to do.

Listening

4. I can understand when someone asks about issues about a place.
5. I can understand when someone asks a question about causes and effects.

Reading

6. I can read and understand short passages about tourism and its effects.

Writing

7. I can write a five-paragraph essay about the causes and effects of an issue.

Team 1	Team 2
Introduction	
Argument 1	
	Introduction
	Argument 1
Rebuttals for Team 2's Argument 1	
	Rebuttals for Team 1's Argument 1
Argument 2	
	Argument 2
Rebuttals for Team 2's Argument 2	
Conclusion	
	Rebuttals for Team 1's Argument 2
	Conclusion

- If possible, each person on the team should be responsible for their own part of the debate. Depending on class size, some students may need to cover multiple parts. These parts can be chosen amongst the team or chosen by the teacher.
- Be sure to remind students to take notes during the opposing team's arguments so they have adequate information to rebuttal.

UNIT 6

You Must Be...

Lesson 1

Unit Objectives

- Guessing situations and people's thoughts
- Making deductions

Lesson Objectives

Students will be able to:

- recognize and name the first set of eight key vocabulary items
- make logical deductions about feelings and situations

Key Vocabulary Vocabulary set 1

exhausted, overwhelmed, disappointed, confusing
painful, offensive, jealous, impressed

Core Structure

- **Modals of deduction must**

You must be satisfied.

He must be ashamed.

Materials

- Hang Out! Plus Student Book, Workbook
- A/V equipment or Classroom digital materials

UNIT 6

You Must Be...

- Guessing situations and people's thoughts
- Making deductions

How would you describe yourself? How do you think other people would describe you?



A Look at the picture. Then, listen and watch.

B Listen and say.



74

Warm Up 5 min.

- Have students open their Student Book to **page 74**.
- Read the title of the lesson and the learning points.
- Ask students the focus question: **T** "How would you describe yourself? How do you think other people would describe you?" Call on students individually to answer. If students have difficulty coming up with ideas, suggest some adjectives (e.g. *friendly, hardworking, funny*) to describe your personality or interests. Encourage different students to give different answers.

A Look at the picture. Then, listen and watch.

10 min.

- Focus students' attention on the main picture on **pages 74 and 75**.
- Talk about the main picture. Explain the situation shown in the picture. **T** "Jenny and Nadir are talking at a cafe. Jenny is telling Nadir how busy she was this week. She had two lacrosse games, it was sister's birthday, and she had an English exam. How does she look? How would you feel if you were that busy?"
- Play **audio track 053**.
- Play the animation.

Nadir: Hi Jenny, how are you?

Jenny: Honestly, I'm feeling pretty tired. My lacrosse team had two games this week, it was my sister's birthday, and I had an exam in my English class.

Nadir: Wow, you must be exhausted.

Jenny: I am. The worst part was that my lacrosse team lost both games. I was so disappointed.

Nadir: I'm sure you played well. At least you can have a rest now!

Jenny: That's not all, I am also going to act in a play with the drama club this weekend. I have to go memorize my lines!

Nadir: Do you need help practicing? You must be overwhelmed.

Jenny: I am, but it's too late to quit now. The play is in three days!

Nadir: Jenny, I think you might be trying to do too many things.

B Listen and say. 5 min.

- Focus students' attention on the vocabulary list on the bottom left-hand side of the pages.
- 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 054**. Make sure the students are following along and repeating the words.



C **Look at the pictures. Then, listen and write the letters.**

D **Look at the pictures and say.**



I've just finished running a marathon.
Ouch, I just stubbed my toe!

You must be exhausted.
That must be painful.



UNIT 6

75

(possible answers)

1. I have too much homework. / You must be overwhelmed.
2. Mateo has a stomachache. / That must be painful.
3. The circus show is amazing. / That must be impressive.
4. Jenny is watching her classmates getting a trophy. / She must be jealous.

More practice

Assign **pages 46 and 47** of the Workbook as homework. Alternatively, if time remains, students can start on the Workbook in class.



- Play the audio track again and have students point at the images at the bottom of the page.

C **Look at the pictures. Then, listen and write the letters.** **5-10 min.**

- Play **audio track 055**. Have students listen to each word and write the corresponding letters in the circles on the picture.
- T** "Listen. Find the word in the picture. Write the letter."
- To review key vocabulary, you can use downloadable flashcards and vocabulary tests.

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

- Tell students to look at the dialogues in part D on **page 75**.
- Put students in pairs. **T** "Sit with a partner." Have them practice the dialogues by reading the sentences in the box.
- T** "Let's read together."
- Have students look at the main picture and continue to ask questions about the key vocabulary in the main picture.
- T** "Look at the picture. Talk about the picture with your partner."
- Choose two or three students and have them stand and perform the dialogues for the class.

UNIT 6 You Must Be...

Lesson Objectives

Students will be able to:

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

Materials

- Hang Out! Plus Student Book, Workbook

Warm Up 5 min.

- Tell students to look at the pictures on **pages 74 and 75**. 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 people's feelings in different situations. Give the class a situation and ask them what you might feel. For example: **T** "I played two soccer games in one day." **SS** "You must be exhausted." Repeat with different situations.

Reading

A Read. 10 min.

- Focus students' attention on the letter in the Reading section on **page 76**.
- Read the letter to the students, pausing after each paragraph. Ask questions about the letter and elicit answers from the students.
- Tell students to write the answers to complete the questions at the bottom of the page. Circulate around the class to observe and assist students where necessary.
- Finally, reread the passage. Call on students to read a paragraph or sentence at a time.

B Read and answer. 10 min.

- Read the letter again. Call on students to read one paragraph or sentence at a time.
- Tell students to write the answers to complete the questions at the bottom of the page. Circulate around the class to observe and assist students where necessary.

Reading

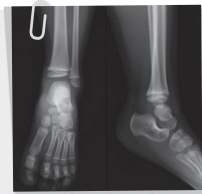
A Read.

Dear Daniel,

I hope you are having a good vacation with your family. You must be having so much fun with all of your aunts, uncles, and cousins! What have you been doing? Everything here at home is going well, except for a few things. I am disappointed because my family canceled our trip to the beach. My dad had to work, so he could not take us. He has been working a lot, and every night, he is exhausted when he gets home. Next week he will take a day off, so I hope to go to the beach then instead. Also, I hurt my ankle while I was trying out some new moves in karate yesterday. It was really painful, but the doctor did an X-ray and said it is not broken. I was so relieved! If I had to stop practicing karate because of a broken ankle, I would be so upset. Aside from that, my summer is going very well.

I started reading our math textbook for the next school year because I want to get ahead. When I got the textbook from the teacher, she was impressed and said I must be a great student. I just love math! I thought I would be overwhelmed trying to learn from the book, but it has been easy! I can't wait to show you everything I have learned when you get back. We can practice together! I hope you get this letter! If you do, write back to me and tell me all about your vacation.

Your friend,
Nadir



B Read and answer.

1. Who is Daniel on vacation with?
He is on vacation with his aunts, uncles, and cousins.
2. Why was Nadir disappointed?
His family canceled their trip to the amusement park.
3. What happened to Nadir while he was doing karate?
He hurt his ankle.
4. What subject is Nadir studying over the summer?
He is studying math.
5. How did the teacher feel when she gave Nadir the math textbook?
☐ a exhausted ☒ b impressed ☐ c overwhelmed

Speaking

A Think of things that you have done or that happened to you during the past week. How did you feel when these things happened? Fill in the table. 5 min.

- Have students look at **page 77**.
- Tell students to write five things they have done or that happened to them in the past week in the left column of the table. In the right column, have them write how they felt when these things happened.
- Give students roughly three minutes to fill in the table.
- Circulate around the class to observe and assist students where necessary.

B Interview your classmates about what they wrote. Guess how they must have been feeling. Fill in the table. 15 min.

- Focus students' attention on the model dialogue. Select two students in the class to read the lines for each of the characters.
T "Can you read the dialogue? You be Li, and you be Daniel."
- Use the model dialogue to demonstrate the answer/question exchange, and how to complete the activity in part B.

Speaking

- A** Think of things that you have done or that happened to you during the past week. How did you feel when these things happened? Fill in the table.

What happened?	How did you feel?
I had so much homework.	I felt overwhelmed.

- B** Interview your classmates about what they wrote. Guess how they must have been feeling. Fill in the table.

What happened?	My team had a big rugby game, and we won/lost!
You must be happy/sad!	I am. / I am not.

Name	You must be...	How he/she felt

UNIT 6

77

- Tell students to move around the classroom and find five classmates. They should ask each classmate what happened and guess how the classmate must have felt. In the table, have them write the classmate's name in the first column, their guesses about the feelings in the second column, and how the classmate actually felt in the third column.
- T** "Ask five classmates what happened and guess how they must have felt. Then, write down how they actually felt."
- Give the students seven or eight minutes to finish the activity.



More practice

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

UNIT 6 You Must Be...

Lesson Objectives

Students will be able to:

- encounter and explore a story linked to the theme of the unit
- recognize and name the second set of eight key vocabulary items
- make deductions about situations using *must have*

Key Vocabulary Vocabulary set 2

relaxing, ashamed, amusing, embarrassing
terrifying, shocking, fascinating, satisfied

Expansion Structure

- Must have with past participles**

It must have been terrifying.

She must have been impressed.

Materials

- Hang Out! Plus Student Book, Workbook
- A/V equipment or Classroom digital materials

Warm Up 5 min.

- Tell students to look back at the table they made on **page 77**. Choose one student and ask him/her about one of the things that happened. **T** "Can you share one of the things that happened?" **S1** "I fell off my bike and broke my arm." After the student responds, choose another student to guess how the first student must have felt. **S2** "That must be painful." Then, have the first student share how he/she actually felt. Repeat with several other students in the class.

Story

A Listen and write. Then, watch. 5 min.

- Tell students to turn to **page 78**. Focus their attention on the comic strip.
- Ask students two questions about the pictures and elicit answers.
 - Point to the first frame. **T** "What is Alex doing?" (interviewing a soccer player)
 - Point to the second frame. **T** "Who looks to be asking the questions?" (the soccer player)
- Play **audio track 056**. 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 fill in the blanks.
- Play the animation.



A Listen and write. Then, watch.

Alex Sarah Jackson, thank you for agreeing to talk to me. You just finished a big game. You must be exhausted.

Sarah I'm a little tired, but nothing serious.

Alex I'm glad to hear it.
So, what is the best thing about being a soccer player?

Sarah Competing in tournaments is really exciting, so that's probably the thing that makes me feel most satisfied.

Alex That does sound like fun. What about the worst thing? You must be disappointed when you lose a big game.

Sarah Actually, I'm not disappointed when I lose. As long as I play my best, I am proud of myself.

Alex Did you always want to be an athlete? I really want to play basketball when I'm older.

Sarah You do? One second. What is your favorite team?
How often do you practice playing?

Alex Hey, I'm asking the questions here!



B Role-play the story.

C Read the story again. Then, answer.

- What is Alex doing?
☒ a interviewing a soccer player ☐ b taking a video of a soccer game ☐ c practicing an interview
- What does Sarah say is the best thing about being a soccer player?
☐ a scoring goals ☒ b competing in tournaments ☐ c staying healthy
- How does Alex think Sarah must feel when she loses a big game?
☐ a exhausted ☐ b ashamed ☒ c disappointed
- Which question does Sarah NOT ask Alex?
☐ a "What is your favorite team?" ☒ b "Are you good at basketball?" ☐ c "How often do you practice playing?"

78

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.

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 circle one.
- Review answers as a class.

A Listen and say.



B Listen and write the letters.

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

She went on a trip to Spain.	It must have been fascinating.
He won the debate.	He must have been satisfied.

1 cheat on a test

2 go on a vacation

3 go to the aquarium

4 get good grades

5 fall from a chair

6 watch a horror movie

UNIT 6

79

059

Li: She went on a trip to Spain.

Nadir: It must have been fascinating.

Li: He won the debate.

Nadir: He must have been satisfied.

- Tell students to look at the six pictures. Put students in pairs and assign one student to be Student A and the other to be Student B. Tell Student A to make a question based on picture one. Student B responds.
- Then, have students swap roles and run through the exercise again for each of the images.

Answers

1. She cheated on a test. → She must have been ashamed.
2. She went on a vacation. → It must have been relaxing.
3. She went to the aquarium. → It must have been fascinating.
4. She got good grades. → She must have been satisfied.
5. He fell from a chair. → It must have been shocking.
6. They watched a horror movie. → It must have been terrifying.

More practice

Assign **pages 50 and 51 (speaking section)** of the Workbook as homework. Alternatively, if time remains, students can start on the Workbook in class.

Expand

A Listen and say. 5 min.

- Have students look at the key vocabulary on **page 79**.
- Tell students to listen and repeat after the audio.
- Play **audio track 057**. Make sure the students are following along and repeating the words and/or phrases.

B 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 letters they hear next to each picture.
- Play **audio track 058**. 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.

T "What is B?"

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

10 min.

- Focus the students' attention on the model dialogue in part C. Play **audio track 059**.
- Split the class into two groups, A and B. Instruct group A to repeat the question aloud after you. Then, have group B repeat the answer after you. Have groups swap roles and ask/answer again.

Lesson Objectives

Students will be able to:

- review and practice both grammar structures for the unit using previously encountered key vocabulary

Materials

- Hang Out! Plus Student Book, Workbook
- A/V equipment or Classroom digital materials

Warm Up ⌚ 5 min.

- Ask students to recall the two grammar structures from the unit.
- Write the first grammar structure on the board. Explain how to construct sentences with this grammar structure. Ask students to plug other words into the structure to form new sentences.
- Write the second grammar structure on the board. Explain how to construct sentences with this grammar structure. Ask students to plug other words into the structure to form new sentences.
- (Optional) With a strong class, you can have students come to the front and write sentences using both grammar structures.

Grammar

Grammar structure 1 ⌚ 10 min.

- Tell students to turn to **page 80**. Focus students' attention on the table: Modals of Deduction (*Must*).
- Explain that we use the modal "must" to make logical guesses or deductions about a person's feelings or situation. These deductions are based on evidence or what we know.
- Show the structure: [Subject] + *must* + *be* + [adjective].
T "You must be satisfied. He must be ashamed."
- Explain that we use this structure when we have clues or evidence to support our guess. For example: **T** "I just finished my 500-piece jigsaw puzzle. You must be satisfied."
- Tell students that we are not saying we know for sure. "Must" means it's very likely based on the situation. **T** "This is about making deductions or logical guesses, not giving facts."

A Read and write a sentence. Use the given words with *must be*. ⌚ 10 min.

- Give students roughly five minutes to complete the grammar activity. Circulate around the class to check students' work and comprehension.
- Go over the answers together as a class.

Modals of Deduction (*Must*)

I just finished my 500-piece jigsaw puzzle.	You must be satisfied.
He broke his mom's favorite mug.	He must be ashamed.

A Read and write sentences. Use the given words with *must be*.

- She is going to see her favorite band play. (excited)
She must be excited.
- I have a speech contest tomorrow. (nervous)
You must be nervous.
- He only slept for three hours last night. (exhausted)
He must be exhausted.
- She took a class to learn to be a clown. (amusing)
She must be amusing.
- She tripped and fell in front of the class. (embarrassed)
She must be embarrassed.

Must Have with Past Participles

He went to see a horror movie last night. It must have been terrifying.
The teacher gave me an A on my test. She must have been impressed.

- ing adjectives: describe things or situations Example: The teacher's lesson was confusing.
- ed adjectives: describe feelings Example: I was confused in math class.

B Rewrite the sentences using past participles and *must have*.

- You must be impressed.
You must have been impressed.
- It must be shocking.
It must have been shocking.
- It must be relaxing.
It must have been relaxing.
- He must be ashamed.
He must have been ashamed.
- It must be painful.
It must have been painful.

80

Grammar structure 2 ⌚ 10 min.

- Focus students' attention on the table: *Must Have* with Past Participles.
- Explain that we use "must have" with a past participle to make logical guesses or deductions about something that happened in the past. Remind students that these deductions are based on evidence or what we know.
- Show the structure: [Subject] + *must* + *have* + [past participle]. **T** "He went to see a horror movie last night. It must have been terrifying. He went to see a horror movie, so it's logical to guess it must have been terrifying."
- Explain the difference between "-ing adjectives" and "-ed adjectives." Explain that -ing adjectives describe things or situations. **T** "The teacher's lesson was confusing. The word 'confusing' describes the situation." On the other hand, -ed adjectives describe feelings. **T** "I was confused in math class. The word 'confused' describes how someone feels."

B Rewrite the sentences using past participles and *must have*. ⌚ 10 min.

- Give students roughly five minutes to complete the grammar activity. Circulate around the class to check students' work and comprehension.
- Go over the answers together as a class.

More practice

Assign **page 51 (grammar section)** of the Workbook as homework. Alternatively, if time remains, students can start on the Workbook in class.

WB

Writing Guide

A **critical essay** discusses a cultural object like a movie, book, exhibition, or piece of music. It uses reasoned arguments to say what is impressive, disappointing, good, or bad about it.

Critical Essay Contents

Critical writing about a movie, book, exhibition, or piece of music is often called a "review."
A review includes a mixture of facts and the writer's opinions.

Some useful facts in a movie review could include:

- the name of the writer/director
- the names of the main actors
- the names of the characters
- the date it was released
- the main theme or story

When describing your opinion, you could write about:

- which characters you liked / didn't like
- how good/bad the actors were
- which scenes you liked / didn't like
- how you felt about the ending
- the emotions you felt while watching it
- if it was better or worse than you imagined
- how it compares to similar movies
- the type of people you think would enjoy it

A Read the essay excerpt. Underline the negative aspects of the movie.

In terms of animation, Pixar has created an incredible movie about emotions of a person. The bright colors are wonderful, and the new characters are very entertaining. Embarrassment, who hides inside a big hoodie, is the funniest character in the film. It is unfortunate that he doesn't appear in the film more. Anxiety is a less enjoyable character and looks as though she comes from another film. However, this may just be a clever decision from the director, as anxiety is such a new and strange feeling for Riley.

Full essay on page 145

B Find your topic and fill in the details.

Topic: Movie Review

Facts

Name of movie: _____

Details (actors/director/date/story, etc.): _____

Opinions

Good points:

Bad points:

1. _____

1. _____

2. _____

2. _____

3. _____

3. _____

C Plan and write your five-paragraph essay. Go to page 97 in the Workbook.

UNIT 6

81

Writing

Lesson Objectives

Students will be able to:

- read an example writing paragraph
- prepare for a writing activity
- write a five-paragraph essay

Materials

- Hang Out! Plus Student Book, Workbook
- A/V equipment or Classroom digital materials

A Read the essay excerpt. Underline the negative aspects of the movie. ⌚ 5 min.

- Focus students' attention on the essay excerpt in part A.
- Read the essay excerpt out loud and have students listen.
- Next, tell students to reread the text by themselves and underline the negative aspects of the movie.
T "Read the essay excerpt and underline the negative aspects of the movie."
- Review the correct answers as a class.

B Find your topic and fill in the details. ⌚ 10 min.

- Focus students' attention on the table at the bottom of **page 81**.
- Tell students to choose a movie and write a review about it. Have them fill in the table with details such as the actors, director, release date, story, etc. as well as their opinions of the movie. They should include both positive and negative points.
- Give students roughly five minutes to complete the activity.
- Circulate and monitor the students, providing assistance where necessary.

C Plan and write your five-paragraph essay. Go to page 97 in the Workbook. ⌚ 15 min.

- Instruct students to open their Workbooks to **page 97**.
- Explain to the students that they will be writing a five-paragraph essay on the topic "Movie Review."
- First, direct the students to the essay template on **page 97**. Instruct the students to use the provided template to write their own five-paragraph essay on the topic.
- Explain to the students that they will use the information from their brainstorming table on **page 81** in their Student Book to write a movie review.
- Allow students roughly ten to fifteen minutes to write their essays.
- (Optional) If students finish early, provide feedback and encourage them to revise their essays.

More practice

Assign **page 53** of the Workbook as homework. Alternatively, if time remains, students can start on the Workbook in class.

WB

Writing

Writing Guide ⌚ 5 min.

- Tell students to turn to **page 81**. Focus students' attention on the table at the top of the page.
- Explain to students critical writing discusses a cultural object like a movie, book, exhibition, or piece of music. It uses reasoned arguments to say what is impressive or disappointing, good or bad, about it. A critical writing about a movie, book, etc., is often called a "review."
- Briefly go over the critical essay contents structure using the information in the table.

Lesson Objectives

Students will be able to:

- recognize some target vocabulary and grammar while learning about an engaging topic
- practice using visual clues to assist in reading comprehension
- develop listening skills and answer questions about a text

Materials

- Hang Out! Plus Student Book, Workbook
- A/V equipment or Classroom digital materials

Warm Up ⌚ 5 min.

- Tell students that they're going to guess what happened in the past by using "must have" with past participles. You will describe a situation, and they will make a guess about what might have happened.
- Tell the class: **T** "John slipped on a puddle of water and got wet." to elicit a response. **SS** "He must have been embarrassed."
- Continue for a few more rounds using different situations. For example: **T** "Amy was excited to go to a concert, but it was canceled last minute."

CLIL: Science

A ⌚ 15 min. Listen and read.

- Have students turn to **pages 82 and 83**.
- Point to the picture on the top left and ask students: **T** "What are these?"
- Tell students to read along silently as they listen. Play **audio track 060**.
- Play the audio track again. This time, tell students to try to read aloud as they listen to the story.

B Read the questions and underline the answers.

⌚ 5 min.

- Focus students' attention on part B on **page 83**. Read the questions under each paragraph as a class.
- Tell students to find the answers within the text and underline them.
- Check answers as a class. Read the first question and select a student to answer. Repeat for the second question.

C Read and circle. ⌚ 5 min.

- Focus students' attention on part B on **page 83**. Read the questions and answer choices out loud.

CLIL: Science

A ⌚ 15 min. Listen and read.

LIFE BEFORE ELECTRICITY



Our lives must have been very different without electricity. Today, we use it to light our homes, cook, and have fun. However, it's still a recent development. In fact, just 100 years ago, in 1925, only half of the houses in the USA had electricity, so how did people get by before it?



Oil lamps create long-lasting light.



The first controllable light humans had was made by burning wood. Later, they learned that burning oil from seeds, nuts, or fish produced more portable, longer-lasting light. The oldest oil lamp ever was discovered at Lascaux caves in France. This small stone bowl is thought to be 17,300 years old. Oil lamps and candles became more efficient over time by using whale fat and "tallow," which is made from cow fat. In 1792, Scottish inventor William Murdoch developed the first indoor gas lighting system by collecting the fine liquid, or "vapor," produced by coal. Although brighter, the system proved dangerous and too expensive for most people, so oil lamps and candles were still used well into the 20th century.

Q What nationality was William Murdoch?

Humans developed the first ovens around 20,000 years ago. These were simple holes in the ground. Food was placed into them with hot rocks. Above ground, the first outdoor clay ovens appeared around 4,000 years ago in the Middle East. By 1490, the first recognizable oven was recorded to have been built inside a house in France. Then, in the 18th century, Englishman Count Rumford developed a smoke-free, wood-burning stove which could heat several pots at the same time, each to a different temperature. By 1834, the first gas oven was on sale, and in fact, many of us still cook with gas today.

Q Where were the first clay ovens made?

Outdoor ovens like this Middle-Eastern "tabun" have been used to bake bread for thousands of years.



Long before radios, televisions, or computers, humans found ways to have fun. One of these was the Royal Game of Ur. It appeared in Mesopotamia, present-day Iraq, around 4,600 years ago. Although the game was first found in a royal cemetery, it was popular with all levels of society. Later, card games seem to have developed in China during the Tang Dynasty (618-907). In 19th century Europe, as more people learned how to read and books became cheaper, people started reading as a hobby. Long stories were published in weekly magazines, or "periodicals." The stories were divided into parts, just like the episodes of TV shows are today.



Q What was the ancient Mesopotamian board game called?

Electricity in our homes is still a recent development. Life without it might seem hard to imagine, but if the power goes out, history shows us that there are ways to get by.



82

- Tell students to try to circle the correct answers. Give students one to two minutes.
- Encourage students to use the text to help them answer the questions.
- Check answers as a class. Read the first question and select a student to give the answer. Repeat for the remaining questions.

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

- Focus students' attention on part D. Give students directions about what they will hear. Read the answer choices out loud. Tell students to circle the correct answer for the questions they hear. **T** "Let's listen. There is a girl asking questions about how people lived before there was electricity. Listen and circle the correct answers for her questions."
- Play **audio track 061**.
- Check answers as a class. Read the girl's question aloud to the class. Call on students to provide the correct answer. Repeat with the second and third questions.

1. What animal is tallow made from?
2. When did humans first begin cooking underground?
3. Where was the Royal Game of Ur found?

⌚ 061

- Play the audio track again for students to check their answers.

B Q Read the questions and underline the answers.

C Read and circle.

1. What is the reading mainly about?
☐ a how life changed quickly during the 20th century
☐ b an invention that was unpopular to begin with
☒ c how humans lived before electricity
☐ d a clever idea that changed the way we think
2. Why did oil lamps and candles remain popular for so long?
☐ a They were brighter than other forms of lighting.
☒ b The alternatives developed were not practical.
☐ c It proved too difficult to produce gas from coal.
☐ d People thought they were cozy and romantic.
3. What was special about Count Rumford's stove?
☒ a It stopped people's homes from filling with smoke.
☐ b It was the first to make use of a new, safer kind of fuel.
☐ c It didn't need wood to be heated up.
☐ d It was the largest oven to be built inside a house yet.
4. What is NOT true about periodicals?
☐ a They contained short parts of much longer stories.
☒ b They were designed to teach people how to read.
☐ c They were affordable and published once a week.
☐ d They were read in the way we watch TV shows.

D Listen and answer the girl's questions.

1. ☐ a whale ☒ b cow ☐ c fish
2. ☐ a 200,000 years ago ☒ b 20,000 years ago ☐ c 4,000 years ago
3. ☐ a at Lascaux caves ☒ b in Iraqi royal cemetery ☐ c in Count Rumford's stove

E Discuss.

1. What would you do if you woke up and there was no electricity?
2. What would people need most? Why?



E Discuss. 5 min.

- Focus students' attention on part E at the bottom of **page 83**. Read the question to the class. Then, discuss the student's answers to the question. Encourage them to give different answers than their classmates and ensure every student participates. If students are struggling with the question, you can give your own answer as an example.
- Repeat with remaining questions.



More practice

Assign **page 52** of the Workbook as homework. Alternatively, if time remains, students can start on the Workbook in class.

Lesson Objectives

Students will be able to:

- encounter some of the target vocabulary and grammar while working on a project
- develop writing and speaking skills by creating and presenting a presentation script and poster

Materials

- Hang Out! Plus Student Book
- Paper, colored pencils or crayons

Warm Up 5 min.

- Tell students that they're going to make guesses about different situations using "must" and "must have." You will give clues, and they will guess what happened and how the person might have felt, either in the present (using "must") or in the past (using "must have").
- Tell the class: **T** "You see a friend looking happy, and he's holding a certificate." to elicit a response. **SS** "He must be proud!" **T** "Yes, he must be happy now because he achieved something. Now, think back to last night when he was studying late for the test." to elicit a response. **SS** "He must have been tired!"
- Continue for a few more rounds using different situations. For example: **T** "There's a person standing next to a car with a flat tire, looking frustrated."

Project: Presentation

A Look and answer the questions. 3 min.

- Focus students' attention on the questions and pictures in part A at the top of **page 84**.
- Next, go through each of the questions and pictures and discuss them as a class.

B Research the topic of your presentation. 15 min.

- Direct the students' attention to part B at the bottom of **page 84**. Explain that they will be researching the provided topic.
- State the topic and answer any qualifying questions the students may have.
- Give students ten to fifteen minutes to research and write their ideas using the Research Guide. Students may use their phones, laptops, textbooks, etc. to research the topic.

Presentation

A Look and answer the questions.

1. Look at the places below. Which of these places would you like to go to? Why would you choose this place?
2. What do you expect to see or do in this place?
3. How would you feel if you were in this place?



B Research the topic of your presentation.

Topic: The Most Fascinating Place

RESEARCH GUIDE	NOTES
• Research and answer the questions. - Where do you think is the most fascinating place in the world? Why? - Why is this place important? - What do visitors to this place experience? - What are some issues with visiting this place? - What can you learn when you visit this place?	

- Circulate around the class to observe the students as they work and help any struggling students. You may ask students what they are doing to check comprehension and their ability to use the key vocabulary.

C Create a poster. 5 min.

- Give students five minutes to make and decorate a poster based on their research.

D Write your own presentation script. Use the speaking tip. 10 min.

- Direct students to the speaking tip and table at the top of **page 85**.
- Read and explain the speaking tip and give examples of how to use it for their presentations.
- Give students about ten minutes to write their presentation scripts.

E Present your poster. 10 min.

- Each student will come to the front of the class to present their poster and give their speech.
- Ask for volunteers to present first. If no one volunteers, pick students or choose a random order.

F Listen and give feedback. 2 min.

- Direct the students' attention to the evaluation charts at the bottom of **page 85**. Explain that they will be writing feedback about two of their classmate's posters and/or performances.

C Create a poster.

D Write your own presentation script. Use the speaking tip.

Speaking Tip

Be prepared for **questions** about your presentation. Make sure you know more information in addition to what you include in your presentation so you can give your audience extra details. One way to prepare is to brainstorm questions that your audience might ask and research the answers in advance.

Some questions that might come up about your presentation on the most fascinating place are:

- What country is this place located in?
- Should people visit this place? Why or why not?
- What is the history of this place?
- What language is spoken in this place?

E Present your poster.

F Listen and give feedback.

Classmate's name: _____

Evaluation 1

Spoke clearly 1-2-3-4-5

Pace/Fluency 1-2-3-4-5

Entertaining 1-2-3-4-5

Understood the topic 1-2-3-4-5

Used the speaking tip 1-2-3-4-5

What did you like best about the presentation?

What can be improved?

Classmate's name: _____

Evaluation 2

Spoke clearly 1-2-3-4-5

Pace/Fluency 1-2-3-4-5

Entertaining 1-2-3-4-5

Understood the topic 1-2-3-4-5

Used the speaking tip 1-2-3-4-5

What did you like best about the presentation?

What can be improved?

UNIT 6 85

I can sentences:

Speaking

1. I can talk about what happened to me.
2. I can talk about how I felt.
3. I can ask and answer questions about people's thoughts and situations.

Listening

4. I can understand when someone talks about what they did.
5. I can understand and make deductions about how people feel.

Reading

6. I can read and understand short passages about life before electricity.

Writing

7. I can write a five-paragraph movie review.

- Give students roughly two minutes to write their reviews. Circulate around the room, helping any struggling students and asking questions about what the students are writing in their reviews and why.

Check Up 10 min.

- To wrap up the unit, ask students to turn to **page 98** 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.

Review Units 5-6

Materials

- Hang Out! Plus Student Book
- A/V equipment or Classroom digital materials

A Write the words. ⌚ 15 min.

- Tell students to open their Student Book to **page 86**.
- Point to each of the pictures on the page. Say the word and have students repeat.
- Point to picture 1 across (jealous) and ask students what it is. Write the word "jealous" on the board and have students fill in the boxes in the puzzle. Then, have a student read the definition aloud.
- Tell students to look at the rest of the pictures, write the words/phrases in the puzzle, and read the definitions.
- Encourage students to look back over units 5-6 to help with finding the answers.
- If students are having a difficult time with the words, or to help weaker groups, you can write the list of words on the board.

B Listen and check. ⌚ 10 min.

- Focus students' attention on part B on **page 87**.
- Tell students they will listen to a dialogue between a girl and a boy.
- Play **audio track 062**. The first time, students should just listen.

Girl: Hey! I'm planning to go on a tour next month. Want to join me?

Boy: That sounds amazing! I always want to explore new places.

Girl: Awesome! I'm excited to sample the food and talk with the locals!

Boy: Yes! It's always fascinating to learn about different cultures.

Girl: It is. But I've also been reading about overtourism. It can cause a lot of problems.

Boy: Absolutely! Overcrowding can ruin tourist destinations and destroy nature.

Girl: I know! I feel so ashamed when some tourists ignore warnings and endanger animals.

Boy: Exactly. We need to be responsible travelers and avoid endangering animals.

Girl: I hope we can make a positive impact while backpacking on our tour!

Boy: I hope so, too! It sounds like it will be a fascinating trip.

- Next, read the four questions on **page 87**. Then, point to the two answer choices for each question (a and b) and ask students to say what they can see.
- Play **audio track 062** again. This time, students should check the correct answer choice.
- If students struggle to keep up, pause the track after each answer is mentioned.

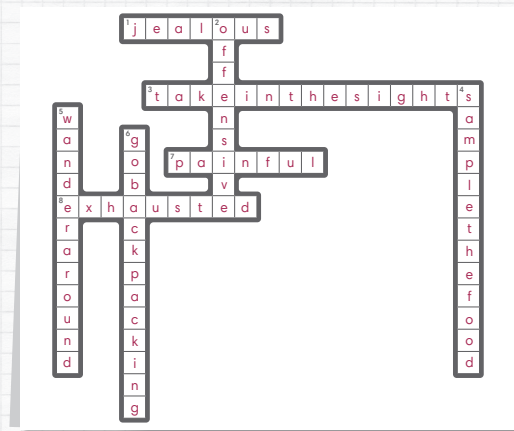
Review UNITS 5-6



A Write the words.

Across →

1. wanting what someone else has
3. to see the special things in a place
7. hurting badly
8. very tired



Down ↓

2. mean or hurtful
4. to try different things to eat
5. to walk here and there without knowing where you're going
6. to travel around with just a bag on your back



86

- Review answers as a class. Read the questions and call on different students to provide the answers.
- (Optional) Play **audio track 062** one more time to give students a chance to listen for any answers they may have missed.

C Underline and correct the mistakes. ⌚ 10 min.

- Focus students' attention on part C on **page 87**.
- Explain that students will identify and correct mistakes in the sentences.
- Remind the students of the following grammar structures: 1. Infinitives with stative verbs (*want, decide, plan, hope, wish, expect*), 2. Gerunds as a subject, 3. Modals of deduction (*must*), and 4. *Must have* with past participles.
- Give students four to five minutes to complete the activity. Circulate the room to monitor progress and provide assistance as needed. Go over answers as a class. Choose students and ask them to read out the correct sentences.

B Listen and check.

1. What is the girl excited to do on the tour?
2. What has the girl been reading about?
3. How does the girl feel when tourists ignore warnings?
4. What does the boy think the trip will be?



C Underline and correct the mistakes.

1. The teacher plans giving the students a quiz on Monday. to give
2. Tom is sleeping at his desk. He must is tired. be
3. She has a presentation tomorrow. She must nervous. must be
4. Cook dinner is our favorite activity. Cooking

D Complete the sentences with the words in the box.

amusing relaxing resources poaching
warnings endangering laughing must

1. Poaching and pollution are endangering animals.
2. He was laughing a lot. The movie must have been amusing.
3. The man plans to ignore warnings about wasting natural resources.
4. She is on vacation by the beach. It must be relaxing.

REVIEW UNITS 5-6

87

D Complete the sentences with the words in the box.

10 min.

- Focus students' attention on part D on **page 87**.
- Tell students to complete the sentences with the words from the box.
- Tell students that context clues will help them determine the meaning of words, especially in sentences they are familiar with. Prompt students to reread each sentence after they've filled in the blanks to ensure the word makes sense in the context. This reinforces accuracy in word choice.
- Tell students to check for clues that indicate the correct form (such as subject-verb agreement or articles/determiners used with the word).
- If students are unsure, ask them guiding questions.
For example: **T** "What does the rest of the sentence tell you about the meaning of this word?" or "Does this word fit in the sentence logically?"

UNIT 7 I Wish I Were...

Lesson 1

Unit Objectives

- Desires and goals
- Talking about wishes and future plans

Lesson Objectives

Students will be able to:

- recognize and name the first set of eight key vocabulary items
- talk about their wishes and desires

Key Vocabulary Vocabulary set 1

credit card, driver's license, talented, yacht
creative, older, retired, wealthy

Core Structure

- **Wish to talk about desires**

I wish I were creative.

She wishes she had a credit card.

Materials

- Hang Out! Plus Student Book, Workbook
- A/V equipment or Classroom digital materials



A Look at the picture. Then, listen and watch.

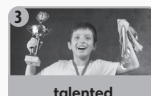
B Listen and say.



credit card



driver's license



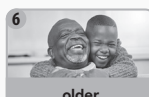
talented



yacht



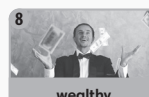
creative



older



retired



wealthy

88

Warm Up 5 min.

- Have students open their Student Book to **page 88**.
- Read the title of the lesson and the learning points.
- Ask students the focus question: **T** "What do you wish to do in the future?" Call on students individually to answer. If students have difficulty coming up with ideas, share some of your future wishes. Encourage different students to give different answers.

A Look at the picture. Then, listen and watch.

10 min.

- Focus students' attention on the main picture on **pages 88 and 89**.
- Talk about the main picture. Explain the situation shown in the picture. **T** "Daniel and Mateo are sitting in the kitchen. They are thinking about their wishes. They both want different things. Do you have many wishes?"
- Play **audio track 063**.
- Play the animation.

Daniel: Do you have any wishes?

Mateo: Sure. I wish I were older.

Daniel: Oh, really? Why's that?

Mateo: I want to be older so that I can get a job, and then I can become wealthy.

Daniel: Oh, I want to be wealthy, too. But I don't want to have a job. That sounds like too much work.

Mateo: What would you do if you were wealthy?

Daniel: I would get a gigantic yacht.

Mateo: Why's that?

Daniel: Then I could travel anywhere in the world and bring all my friends with me.

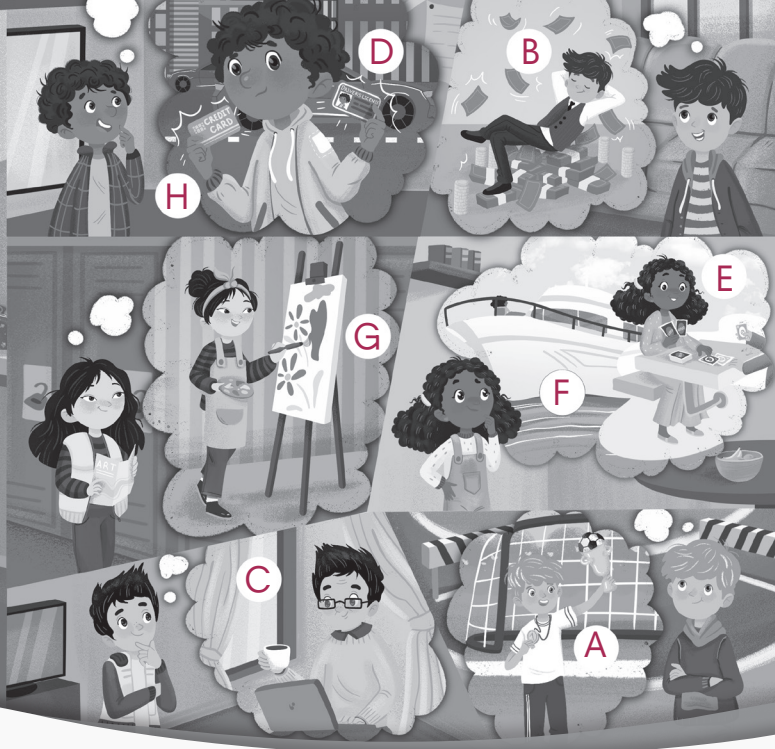
Mateo: Wow, I can't wait to sail on your yacht one day.

I just wish I had a driver's license. Then, I could I drive anywhere I wanted.

Daniel: You'll have to wait a few more years before you can get a driver's license.

B Listen and say. 5 min.

- Focus students' attention on the vocabulary list on the bottom left-hand side of the pages.
- 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 064**. Make sure the students are following along and repeating the words.
- Play the audio track again and have students point at the images at the bottom of the page.



C **Look at the pictures. Then, listen and write the letters.**

D **Look at the pictures. Ask and answer.**



What do you wish?
What does she wish?

I wish I were older.
She wishes she had a yacht.



UNIT 7/ 89

More practice

Assign **pages 54 and 55** of the Workbook as homework. Alternatively, if time remains, students can start on the Workbook in class.



C **Look at the pictures. Then, listen and write the letters.** **5-10 min.**

- Play **audio track 065**. Have students listen to each word and write the corresponding letters in the circles on the picture.
- T** "Listen. Find the word in the picture. Write the letter."
- To review key vocabulary, you can use downloadable flashcards and vocabulary tests.

D **Look at the pictures. Ask and answer.** **10 min.**

- Tell students to look at the dialogues in part D on **page 89**.
- Put students in pairs. **T** "Sit with a partner." Have them practice the dialogues by reading the sentences in the box.
- T** "Let's read together."
- Have students look at the main picture and continue to ask questions about the key vocabulary in the main picture.
- T** "Look at the picture. Talk about the picture with your partner."
- Choose two or three students and have them stand and perform the dialogues for the class.

(possible answers)

1. If it's chilly this week, I'll play on the tablet.
2. If it's stormy this week, she'll practice the guitar.
3. If it's sunny this week, he'll go on a picnic.

UNIT 7 I Wish I Were...

Lesson Objectives

Students will be able to:

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

Materials

- Hang Out! Plus Student Book, Workbook

Warm Up 5 min.

- Tell students to look at the pictures on **pages 88 and 89**. As a review, ask students what they can see. Encourage different students to provide all of the words from vocabulary set 1 (introduced in lesson 1).
- Next, ask students to think about and describe their wishes. Choose a student and ask him/her:
T "What do you wish for?" to elicit a response.
SS "I wish I were wealthy." Call on different students to talk about their wishes.

Reading

A Read. 10 min.

- Focus students' attention on the emails in the Reading section on **page 90**.
- Read the emails to the students, pausing after each sentence. Ask questions about the emails and elicit answers from the students.
- Tell students to write the answers to complete the questions at the bottom of the page. Circulate around the class to observe and assist students where necessary.
- Finally, reread the emails. Call on students to read a sentence at a time.

B Read and answer.

- Read the emails again. Call on students to read one sentence at a time.
- Tell students to write the answers to complete the questions at the bottom of the page. Circulate around the class to observe and assist students where necessary.

A Read.

New message

To: tgoldstein@dashingdd.com
From: danielgamer@greatmail.com

Re: Questions about Dashing Dance DJ

Dear Mr. Goldstein,
I'm a big fan of the video game that you created, Dashing Dance DJ. My friends and I love using it to make songs and play against each other. I wish I were older so I could create video games like you do. I don't enjoy any classes at school except for my computer class. Last year, we learned how to make a website, and it was fascinating. I have a question for you: how did you become so good at making games? What should I do to learn? Are there certain skills I should focus on or things I need to learn? When you were a kid, did you wish you were a game designer, too?
Hope to hear from you soon,
Daniel

New message

To: danielgamer@greatmail.com
From: tgoldstein@dashingdd.com

Re: Questions about Dashing Dance DJ

Hi, Daniel,
Thank you for your email. I'm very glad to hear that you and your friends enjoy Dashing Dance DJ. To answer your first question, I learned how to make games at school. In fact, when I was your age, I didn't like school either, until I took a computer class. I didn't enjoy it at first, but I stuck with it, and it became one of my favorite things to do. Focus on learning as much as you can about computer programs. There is so much to know, and things are always changing. When I was a kid, I wished I had a job. Now that I'm older, I wish I were retired. Try to enjoy school now while you can. Thank you for writing, Daniel. Please write again when you create your first game.
Your friend,
Tyler Goldstein

B Read and answer.

1. What does Daniel wish?
He wishes he were older.
2. What is the only class that Daniel enjoys at school?
He only enjoys computer class.
3. What did Tyler wish when he was a kid?
He wished he had a job.
4. What does Tyler wish now that he is an adult?
He wishes he were retired.
5. Why does Daniel write to Tyler?
a to ask for a job b to complain c to ask how to become a game designer

90

Speaking

A Work with a partner. Think of five questions and write. 5 min.

- Have students look at **page 91**.
- Pair up students and have them look at the question starters. Instruct them to work together to complete the questions, ensuring each pair has the same set of starters.
- Give students roughly three minutes to write the activities.
- Circulate around the class to observe and assist students where necessary.

B Write the questions from above in the table. Then, ask your classmates each question and count how many students answered "yes." Fill in the table.

15 min.

- Focus students' attention on the model dialogue. Select two students in the class to read the lines for each of the characters. **T** "Can you read the dialogue? You be Li, and you be Daniel."
- Use the model dialogue to demonstrate the answer/question exchange, and how to complete the activity in part B.
- Have students copy the questions from part A into the first column of the table in part B.

A Work with a partner. Think of five questions and write.

1. Do you wish you were _____?
2. Do you wish you had _____?
3. Do you wish _____?
4. Do you wish _____?
5. Do you wish _____?

B Write the questions from above in the table. Then, ask your classmates each question and count how many students answered "yes." Fill in the table.

Do you wish you were creative?	Yes, I wish I were creative. No, I don't wish I were creative.
Do you wish you had a credit card?	Yes, I wish I had a credit card. No, I don't wish I had a credit card.

Question	Number of students who said "yes"										
	0	1	2	3	4	5	6	7	8	9	10
1.											
2.											
3.											
4.											
5.											

UNIT 7/

91

- Instruct students to stand up and move around the classroom, speaking to as many classmates as possible. They should ask each person the five questions and place a checkmark in the table for every "yes" response to keep a tally.

T "Walk around the classroom. Ask students the five questions and place a checkmark in the table for every 'yes' response."

- Give the students five or six minutes to finish the activity. Then, Student B asks Student A the question, and Student A answers.
- Choose one student and ask him/her about one of his/her questions. **T** "What was one of your questions? How many students said 'yes'?" Repeat with several other students in the class.



More practice

Assign **pages 56 and 57** of the Workbook as homework. Alternatively, if time remains, students can start on the Workbook in class.

UNIT 7 I Wish I Were...

Lesson Objectives

Students will be able to:

- encounter and explore a story linked to the theme of the unit
- recognize and name the second set of eight key vocabulary items
- talk about hypothetical situations and what they would do in each situation

Key Vocabulary Vocabulary set 2

apply for a job, donate money, offer rides, start a business, sail around the world, shop online, record an album, volunteer

Expansion Structure

- **Second conditional to talk about hypothetical situations**
If I were retired, I would volunteer.

Materials

- Hang Out! Plus Student Book, Workbook
- A/V equipment or Classroom digital materials

Warm Up 5 min.

- Tell students to look back at the table they made on **page 91**. Choose one student and ask him/her to report back on one of the questions they asked.
S "Four students wish they were creative." Repeat with several other students in the class.

Story

A Listen and write. Then, watch. 5 min.

- Tell students to turn to **page 92**. Focus their attention on the comic strip.
- Ask students two questions about the pictures and elicit answers.
 1. Point to the first frame. **T** "Where are they?" (library)
 2. Point to the second frame. **T** "What are they doing?" (doing homework)
- 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 fill in the blanks.
- Play the animation.



A Listen and write. Then, watch.

Mateo This homework is taking forever! I wish I were older. If I were older, I would never have to do homework again.

Alex Tell me about it. If I were older, I would start a business and make so much money!

Mateo You could shop online and buy whatever you like!

Alex Yes, and if I were wealthy, I would give a lot of money to charity. I wish I could help people who really need it.

Mateo If I were wealthy, I would buy a yacht and sail around the world with all my friends!

Alex You know, I want to do my homework now.

Mateo Why?

Alex So we can get good grades, apply for a job, and get wealthy!



B Role-play the story.

C Read the story again. Then, answer.

1. What are Alex and Mateo talking about?
 - ☒ a what it would be like to be older
 - ☐ b how to complete their homework
 - ☐ c what to do in the evening
2. Why does Alex want to be older?
 - ☐ a so he can record an album
 - ☒ b so he doesn't have to do homework
 - ☐ c so he can be taller
3. Who does Alex wish he could help?
 - ☐ a people who are hungry
 - ☒ b people who really need help
 - ☐ c people in other countries
4. What would Mateo do if he were wealthy?
 - ☐ a eat ice cream
 - ☒ b buy a yacht
 - ☐ c give to charity

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.

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 circle one.
- Review answers as a class.

A Listen and say.



1 apply for a job



2 donate money



3 offer rides



4 start a business



5 sail around the world



6 shop online



7 record an album



8 volunteer

B Listen and write the letters.

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

What would you do if you were wealthy?

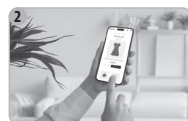
If I were wealthy, I would donate money to charity.

What would you do if you had a credit card?

If I had a credit card, I would shop online.



1 older



2 credit card



3 retired



4 yacht



5 driver's license



6 creative

UNIT 7

93

Daniel: What would you do if you were wealthy?

Mateo: If I were wealthy, I would donate money to charity.

Daniel: What would you do if you had a credit card?

Mateo: If I had a credit card, I would shop online.

- Tell students to look at the six pictures. Put students in pairs and assign one student to be Student A and the other to be Student B. Tell Student A to make a question based on picture one. Student B responds.
- Then, have students swap roles and run through the exercise again for each of the images.

Answers

1. What would you do if you were older?
→ If I were older, I would apply for a job.
2. What would you do if you had a credit card?
→ If I had a credit card, I would shop online.
3. What would you do if you were retired?
→ If I were retired, I would volunteer.
4. What would you do if you had a yacht?
→ If I had a yacht, I would sail around the world.
5. What would you do if you had a driver's license?
→ If I had a driver's license, I would offer rides.
6. What would you do if you were creative?
→ If I were creative, I would record an album.

More practice

Assign **pages 58 and 59 (speaking section)** of the Workbook as homework. Alternatively, if time remains, students can start on the Workbook in class.

Expand

A Listen and say. 5 min.

- Have students look at the key vocabulary on **page 93**.
- Tell students to listen and repeat after the audio.
- Play **audio track 067**. Make sure the students are following along and repeating the words and/or phrases.

B 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 letters 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. **T** "What is F?"

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

- Focus the students' attention on the model dialogue in part C. Play **audio track 069**.
- Split the class into two groups, A and B. Instruct group A to repeat the question aloud after you. Then, have group B repeat the answer after you. Have groups swap roles and ask/answer again.

UNIT 7 I Wish I Were...

Lesson Objectives

Students will be able to:

- review and practice both grammar structures for the unit using previously encountered key vocabulary

Materials

- Hang Out! Plus Student Book, Workbook
- A/V equipment or Classroom digital materials

Warm Up 5 min.

- Ask students to recall the two grammar structures from the unit.
- Write the first grammar structure on the board. Explain how to construct sentences with this grammar structure. Ask students to plug other words into the structure to form new sentences.
- Write the second grammar structure on the board. Explain how to construct sentences with this grammar structure. Ask students to plug other words into the structure to form new sentences.
- (Optional) With a strong class, you can have students come to the front and write sentences using both grammar structures.

Grammar

Grammar structure 1 10 min.

- Tell students to turn to **page 94**. Focus students' attention on the table: *Wish to Talk about Desires*.
- Explain that we use the verb "wish" to express desires about situations that are different from reality.
- Show the structure: [Subject] + wish + [subject] + [past-tense verb]. **T** "I wish I were creative."
- Highlight that when talking about imaginary or unreal situations, we use "were" instead of "was", regardless of the subject. **T** "'I was tired after the rugby game.' This actually happened. Compare this sentence to 'I wish I were a rugby player.' This is imaginary."
- Point out that "wish" is often followed by a past-tense verb to describe unreal or hypothetical situations that didn't happen or are unlikely to happen. **T** "'She wishes she had a credit card.' means that she doesn't have one."
- Point out that "wish" changes to "wishes" to match singular third-person subjects, following the standard rules for present simple verbs.

A Underline and correct the mistakes. 10 min.

- Give students roughly five minutes to complete the grammar activity. Circulate around the class to check students' work and comprehension.
- Go over the answers together as a class.

Wish to Talk about Desires

I wish I were creative.

She wishes she had a credit card.

Use "were" instead of "was" when you are talking about imaginary situations that did not happen or might never happen.
 • I was tired after the rugby game.
 • I wish I were a rugby player, but I am not.

A Underline and correct the mistakes.

- | | |
|--|---------------|
| 1. I wish I <u>am</u> older. | <u>were</u> |
| 2. She <u>wish</u> she had a driver's license. | <u>wishes</u> |
| 3. He wishes he <u>have</u> a credit card. | <u>had</u> |
| 4. I wish I <u>were</u> a yacht. | <u>had</u> |
| 5. She wishes she <u>was</u> more creative. | <u>were</u> |
| 6. I <u>wishes</u> I were wealthy. | <u>wish</u> |

Second Conditional to Talk about Hypothetical Situations

If I were retired, I would volunteer.

If she had a driver's license, she would offer rides.

B Read and write sentences. Use the second conditional with would.

- yacht → sail around the world (she)
If she had a yacht, she would sail around the world.
- talented → record an album (I)
If I were talented, I would record an album.
- driver's license → drive himself to school (he)
If he had a driver's license, he would drive himself to school.
- creative → make a painting (he)
If he were creative, he would make a painting.
- wealthy → buy a house (I)
If I were wealthy, I would buy a house.
- older → apply for a job (she)
If she were older, she would apply for a job.

94

Grammar structure 2 10 min.

- Focus students' attention on the table: Second Conditional to Talk about Hypothetical Situations.
- Explain that the Second Conditional is used to talk about imaginary, unlikely, or hypothetical situations in the present or future.
- Show the structure: If + [subject] + [past-tense verb], + [subject] + would + [base verb]. Highlight the use of "were" instead of "was" after "if", even for singular subjects, when talking about unreal situations. **T** "If I were retired, I would volunteer. / If she had a driver's license, she would offer rides."
- Explain that the past-tense verb in the "if" clause does not refer to the past. Instead, it shows that the situation is not real or is imagined.
- Emphasize that "would" in the main clause shows the result or outcome of the hypothetical situation. **T** "'If she had a driver's license, she would offer rides.' This sentence means that she doesn't have a driver's license, so she cannot offer rides."
- The "if" clause describes the condition (unreal or imagined). The main clause describes what would happen if the condition were true.

B Read and write sentences Use the second conditional with would. 10 min.

- Give students roughly five minutes to complete the grammar activity. Circulate around the class to check students' work and comprehension.
- Go over the answers together as a class.

More practice

Assign **page 59 (grammar section)** of the Workbook as homework. Alternatively, if time remains, students can start on the Workbook in class.

WB

Writing Guide

A **compare and contrast essay** explores the similarities and differences between two things. It can also explore the pros and cons, or positives and negatives, of one subject.

Compare and Contrast Essay Structure 2

In Compare and Contrast Essay 1 (Unit 4), you wrote a positive paragraph and then a negative paragraph. For this essay, use each paragraph to compare and contrast different parts of a larger topic.

To do this, you will need to divide your topic into subtopics. For example, if you were comparing and contrasting two countries:

Paragraph 1: Compare and contrast their landscapes

Paragraph 2: Compare and contrast their food

Paragraph 3: Compare and contrast their music

Introduction	Body	Conclusion
- Introduces the topic and the elements that will be compared and contrasted	- Compares and contrasts two sides of the same idea - Compares and contrasts another two related things - Compares and contrasts the final two sides of the same idea	- Summarizes the main points - Gives a final thought on the topic

A Read the essay excerpt. Underline the negative adjectives and circle the positive ones.

Currently, I live in Buffalo Grove, Illinois, a suburb of Chicago, USA. It is a convenient place to live, as we can get to the city easily. We can also reach the countryside easily as well, but it is quite flat. In the winter, it is very cold here, and we often struggle to get to school because of deep snow. We have lakes here, but we are a long way from the sea. In my dream life, I would live in Myrtle Beach, South Carolina, USA. It is right next to the sea, and it is warm most of the year, without much snow at all! Inland, there are the Blue Ridge Mountains, which are beautiful.

Full essay on page 146

B Think about your current life and your dream life. Then, fill in the details.

Topic: Current Life vs. Dream Life

	Current life	Dream life
1. The place you live		
2. What you do		
3. Hobbies you have		

C Plan and write your five-paragraph essay. Go to page 99 in the Workbook.

UNIT 7/

95

Warm Up 5 min.

- Write two questions on the board as examples: "What would you do if you were retired?" and "What do you wish you could do right now?"
- Tell students to think of one thing they wish were true and one hypothetical situation beginning with "If..." to share with classmates. For example: **SS** "I wish I had a million dollars. If I were a professional athlete, I would travel the world."
- Tell students to stand up, walk around, and share their "wish" and "if" sentences with as many classmates as possible.

Writing

Writing Guide 5 min.

- Tell students to turn to **page 95**. Focus students' attention on the table at the top of the page.
- Explain to students that a compare and contrast essay explores the similarities and differences between two things. It can also explore the pros and cons, or positives and negatives, of one subject.
- Briefly go over the compare and contrast essay structure 2 using the information in the table.

Lesson Objectives

Students will be able to:

- read an example writing paragraph
- prepare for a writing activity
- write a five-paragraph essay

Materials

- Hang Out! Plus Student Book, Workbook
- A/V equipment or Classroom Digital materials

A Read the essay excerpt. Underline the negative adjectives and circle the positive ones. 5 min.

- Focus students' attention on the essay excerpt in part A.
- Read the essay excerpt out loud and have students listen.
- Next, tell students to reread the text by themselves and underline the negative adjectives and circle the positive ones.
- T** "Read the essay excerpt. Underline the negative adjectives and circle the positive ones."
- Review the correct answers as a class.

B Think about your current life and your dream life. Then, fill in the details. 5 min.

- Focus students' attention on the table at the bottom of **page 95**.
- Ask students to compare their real life with their dream life. Instruct them to fill in a table with details about the place they live, the work they do, and their hobbies.
- Give students roughly five minutes to complete the activity.
- Circulate and monitor the students, providing assistance where necessary.

C Plan and write your five-paragraph essay. Go to page 99 in the Workbook. 15 min.

- Instruct students to open their Workbooks to **page 99**.
- Explain to the students that they will be writing a five-paragraph essay on the topic "Current Life vs. Dream Life."
- First, direct the students to the essay template on **page 90**. Instruct the students to use the provided template to write their own five-paragraph essay on the topic.
- Explain to the students that they will use the information from their brainstorming table on **page 95** in their Student Book to write an essay comparing and contrasting their current life with their dream life.
- Allow students roughly ten to fifteen minutes to write their essays.
- (Optional) If students finish early, provide feedback and encourage them to revise their essays.

More practice

Assign **page 61** of the Workbook as homework. Alternatively, if time remains, students can start on the Workbook in class.

WB

UNIT 7 I Wish I Were...

Lesson Objectives

Students will be able to:

- recognize some target vocabulary and grammar while learning about an engaging topic
- practice using visual clues to assist in reading comprehension
- develop listening skills and answer questions about a text

Materials

- Hang Out! Plus Student Book, Workbook
- A/V equipment or Classroom digital materials

Warm Up ⌚ 5 min.

- Tell students to think of one wish. Have them stand up and find a partner. Explain that each student should tell their partner about their wish. The partner should then ask what they would do if the wish were true. For example:
S1 "I wish I were wealthy." **S2** "What would you do if you were wealthy?" **S1** "If I were wealthy, I would buy a yacht."
- Encourage students to change partners often.

CLIL: Social Studies

A ⌚ 15 min. Listen and read.

- Have students turn to **pages 96 and 97**.
- Point to the pictures and ask students: **T** "What kind of boats are these?"
- Tell students to read along silently as they listen. Play **audio track 070**.
- Play the audio track again. This time, tell students to try to read aloud as they listen to the story.

B ⌚ 5 min. Read the questions and underline the answers.

- Focus students' attention on part B on **page 97**. Read the questions under each paragraph as a class.
- Tell students to find the answers within the text and underline them.
- Check answers as a class. Read the first question and select a student to answer. Repeat for the second question.

CLIL: Social Studies

A ⌚ 070 Listen and read.



SAILING AROUND THE WORLD

If you could, would you like to sail around the world? While many people wish to, few have completed this dangerous trip. Reading about those who have can be inspiring. It teaches us that nothing is impossible.

The first person to sail alone around the globe was Joshua Slocum, a Canadian American sailor, between 1895 and 1898. Slocum took his boat, the *Spray*, 74,000 kilometers around the world, avoiding pirates and storms as he went. While today's boats use computer Global Positioning Systems (GPS) to find their way, Slocum had only the stars to tell him where he was. He had no electricity and no radio to contact others in an emergency. It took more than 3 years for Slocum to return home to the east coast of the USA. His book, *Sailing Alone Around the World*, continues to inspire explorers to this day.

Q What was the name of Slocum's boat?



The youngest person to sail around the world so far is Australian Jessica Watson. She was aged just 16 when she completed the journey in 2010. Watson did not quite travel the normal distance of 40,075 kilometers. This is measured directly around the Earth's equator. However, few can doubt her bravery. At one point, a huge storm ripped her sail and flooded her boat. *Ella's Pink Lady*. Jessica stayed calm, stitched up the sail, and pumped out the water. After 201 days alone at sea, she arrived home to a hero's welcome and was given a special award called the Order of Australia Medal. When Slocum completed his journey, few could have thought a teenage girl would ever equal his achievement.

Q How old was Jessica Watson when she finished her trip?

Today, older people are also achieving amazing things at sea. British woman Jeanne Socrates was 77 years old when she took her boat, the *SV Nereida*, around the world alone in 2019. This was not Socrates's first attempt to sail around the world. In 2017, while preparing her boat for the journey, she fell from it onto hard ground and seriously injured her neck and ribs. This would have put many people off, but Socrates got better and completed her goal just two years later. When she finished her trip, she hadn't stood on land for more than a year!

Q How old was Jeanne Socrates in 2019?



The first step to completing these journeys was imagining they were possible. The people who made them show us that all human beings can achieve amazing things. You just have to believe in yourself.

C ⌚ 5 min. Read and circle.

- Focus students' attention on part B on **page 97**. Read the questions and answer choices out loud.
- Tell students to try to circle the correct answers. Give students one to two minutes.
- Encourage students to use the text to help them answer the questions.
- Check answers as a class. Read the first question and select a student to give the answer. Repeat for the remaining questions.

D ⌚ 071 Listen and answer the boy's questions.

⌚ 10 min.

- Focus students' attention on part D. Give students directions about what they will hear. Read the answer choices out loud. Tell students to circle the correct answer for the questions they hear. **T** "Let's listen. There is a boy asking questions about people who sailed around the world. Listen and circle the correct answers for his questions."
- Play **audio track 071**.
- Check answers as a class. Read the boy's question aloud to the class. Call on students to provide the correct answer. Repeat with the second and third questions.

1. Why is Joshua Slocum still talked about today?
2. How long did Jessica Watson's journey take?
3. What was the name of the oldest sailor's boat?

- Play the audio track again for students to check their answers.

B Q Read the questions and underline the answers.

C Read and circle.

1. What is the reading mainly about?
☒ a people who sailed around the world alone
☐ b an amazing journey across the Atlantic Ocean
☐ c the world's most dangerous ocean storms
☐ d brave sailors who helped people in trouble
2. What is NOT true about Joshua Slocum?
☐ a He met pirates on his journey around the world.
☐ b He used the stars to help him find his way.
☐ c He made the whole journey without a radio.
☒ d He arrived in Canada after three years at sea.
3. What is true about Jessica Watson?
☐ a She used to enjoy traveling the distance of 40,075 kilometers.
☐ b She didn't know what to do when she met the storm.
☒ c She finished the long journey by herself.
☐ d She was awarded a medal for her beauty.
4. What problem did Jeanne Socrates overcome?
☐ a She was told that she was too old to sail.
☐ b She hurt herself in a bad accident at sea.
☒ c She was injured while working on her boat.
☐ d She felt seasick from not standing on land.

D Listen and answer the boy's questions.

1. ☐ a He sailed so fast. ☒ b He wrote a book. ☐ c He became a pirate.
2. ☒ a over 200 days ☐ b 2 years ☐ c under 200 days
3. ☐ a the *Spray* ☒ b the *SV Nereida* ☐ c *Ella's Pink Lady*

E Discuss.

1. What adventure or journey would you like to go on?
2. What do you think the biggest challenges would be?

UNIT 7

97

E Discuss. 5 min.

- Focus students' attention on part E at the bottom of **page 97**. Read the question to the class. Then, discuss the student's answers to the question. Encourage them to give different answers than their classmates and ensure every student participates. If students are struggling with the question, you can give your own answer as an example.
- Repeat with remaining questions.

More practice

Assign **page 60** of the Workbook as homework. Alternatively, if time remains, students can start on the Workbook in class.

WB

Lesson Objectives

Students will be able to:

- encounter some of the target vocabulary and grammar while working on a project
- develop writing and speaking skills by researching a topic and participating in a class discussion

Materials

- Hang Out! Plus Student Book
- Optional: paper

Warm Up ⌚ 5 min.

- Write an example sentence on the board to start a chain: "If I had a superpower, I would fly around the world."
- Begin a chain with one student saying a second conditional sentence about a hypothetical situation, such as: **ST** "If I were a chef, I would cook amazing meals."
- The next student builds on that idea with a related second conditional sentence: **S2** "If I cooked amazing meals, I would invite my friends to dinner."
- Continue the chain around the class.

Project: Presentation

A Look and answer the questions. ⌚ 3 min.

- Focus students' attention on the questions and pictures in part A at the top of **page 98**.
- Next, go through each of the questions and pictures and discuss them as a class.

B Research the topic of your presentation.

⌚ 15 min.

- Direct the students' attention to part B at the bottom of **page 98**. Explain that they will be researching the provided topic.
- State the topic and answer any qualifying questions the students may have.
- Give students ten to fifteen minutes to research and write their ideas using the Research Guide. Students may use their phones, laptops, textbooks, etc., to research the topic.
- Circulate around the class to observe the students as they work and help any struggling students. You may ask students what they are doing to check comprehension and their ability to use the key vocabulary.

Presentation

A Look and answer the questions.

1. Look at the people in the pictures. Which of these things would you like to do in the future?
2. What job or activities do you wish to do in the future?
3. Where would you like to live when you are older?



B Research the topic of your presentation.

Topic: Ambition Board for My Future

RESEARCH GUIDE	NOTES
• Research and answer the questions. - What do you hope your life will be like in ten years? What job will you have? What activities will you do? - What training or schooling do you need to have this job? - Who can you talk to in order to learn more about these activities? - What steps can you take to achieve your goals?	

C Create a poster. ⌚ 5 min.

- Give students five minutes to make and decorate a poster based on their research.

D Write your own presentation script. Use the speaking tip. ⌚ 10 min.

- Direct students to the speaking tip and table at the top of **page 99**.
- Read and explain the speaking tip and give examples of how to use it for their presentations.
- Give students about ten minutes to write their presentation scripts.

E Present your poster. ⌚ 10 min.

- Each student will come to the front of the class to present their poster and give their speech.
- Ask for volunteers to present first. If no one volunteers, pick students or choose a random order.

F Listen and give feedback. ⌚ 2 min.

- Direct the students' attention to the evaluation charts at the bottom of **page 99**. Explain that they will be writing feedback about two of their classmate's posters and/or performances.
- Give students roughly two minutes to write their reviews. Circulate around the room, helping any struggling students and asking questions about what the students are writing in their reviews and why.

C Create a poster.

D Write your own presentation script. Use the speaking tip.

Speaking Tip

To give a great presentation, remember the **Five Ps**: **planning**, **preparation**, **practice**, **performance**, and **passion**.

- **Planning** – Take time to do plenty of research and prepare all of your information in advance.
- **Preparation** – Write note cards or memorize your presentation in advance so you have all the information at your fingertips.
- **Practice** – Talk through your presentation in front of your friends or a classmate before you present to the class.
- **Performance** – Speak slowly, take pauses, and make eye contact with your audience.
- **Passion** – Show your audience that you are interested in your topic. That will make them interested, too.

E Present your poster.

F Listen and give feedback.

Classmate's name: _____

Evaluation 1

Spoke clearly 1-2-3-4-5 (needs improvement to excellent)

Pace/Fluency 1-2-3-4-5

Entertaining 1-2-3-4-5

Understood the topic 1-2-3-4-5

Used the speaking tip 1-2-3-4-5

What did you like best about the presentation?

What can be improved?

Classmate's name: _____

Evaluation 2

Spoke clearly 1-2-3-4-5 (needs improvement to excellent)

Pace/Fluency 1-2-3-4-5

Entertaining 1-2-3-4-5

Understood the topic 1-2-3-4-5

Used the speaking tip 1-2-3-4-5

What did you like best about the presentation?

What can be improved?

UNIT 7 99

Listening

3. I can understand when someone talks about hypothetical situations.
4. I can understand when someone asks me about my goals.

Reading

5. I can read and understand short passages about hopes and desires.

Writing

6. I can write a five-paragraph essay comparing and contrasting my real life with my dream life.

Check Up 10 min.

- To wrap up the unit, ask students to turn to **page 100** in the Workbook.
- Make sure students have a pen or pencil.
- Direct students' attention to the words and phrases at the top of the page. Ask students to check all of the words and phrases they know.
T "Look at the words and phrases. Check the words and phrases you know."
- Walk around the class to briefly gauge the words and phrases that students have difficulty with. If you see the same words and phrases unchecked by many of the students, review these words and phrases.
- Direct the students back to the pages that contain images of these words and phrases.
- Next, direct students' attention to the *I can* sentences on the second half of the page.
- Read out each sentence one by one, asking students to check the sentence if they can do it. Make sure that all students understand each sentence before moving on to the next.

I can sentences:

Speaking

1. I can say what I wish.
2. I can ask and answer questions about my desires.

Unit Objectives

- Future activities
- Making predictions about the future

Lesson Objectives

Students will be able to:

- recognize and name the first set of eight key vocabulary items
- use will to make predictions about the future

Key Vocabulary Vocabulary set 1

space, planet, underwater, moon
space tourism, rocket, jetpack, space elevator

Core Structure

- **Wh-** questions with **will** to ask about future predictions
Where will we travel? How will we go to school?

Materials

- Hang Out! Plus Student Book, Workbook
- A/V equipment or Classroom digital materials

UNIT
8

The Future

- Future activities
- Making predictions about the future

Q How will the world be different in the future?

AUDIO VIDEO

A Look at the picture. Then, listen and watch.

B Listen and say.

1 space	2 planet	3 underwater	4 moon
5 space tourism	6 rocket	7 jetpack	8 space elevator

100

Warm Up 5 min.

- Have students open their Student Book to **page 100**.
- Read the title of the lesson and the learning points.
- Ask students the focus question: **T** "How will the world be different in the future?" Call on students individually to answer. If students have difficulty coming up with ideas, give them examples such as, 'Will we travel to space?' or 'Will we live underwater or on other planets?' Encourage different students to give different answers.

A Look at the picture. Then, listen and watch.

10 min.

- Focus students' attention on the main picture on **pages 100 and 101**.
- Talk about the main picture. Explain the situation shown in the picture. **T** "Jenny and Mateo are at the space museum. There are so many interesting things to see. There is a rocket [point to the rocket] and displays of different planets [point to the planets]. They are talking about what the future will be like. Do you want to travel to space some day?"
- Play **audio track 072**.
- Play the animation.

Mateo: This space museum is awesome.

Jenny: I know. There are so many cool and interesting things to see here.

Mateo: Do you think we will live on another planet in the future?

Jenny: I think we will live on the moon first.

Mateo: How will we get there?

Jenny: I think that people will have their own rockets in the future. Then they can go to the moon whenever they want.

Mateo: Having my own rocket would be great. I think that we will use space elevators for space tourism.

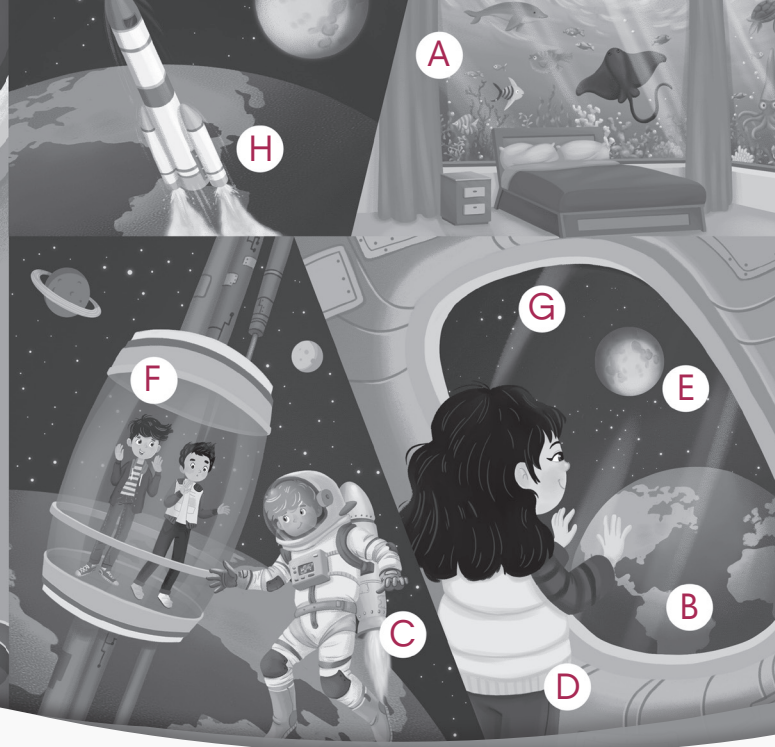
Jenny: How do you think we will travel on Earth in the future?

Mateo: I think we will use flying cars.

Jenny: Flying cars would be fun. I think that people will have jetpacks, too.

B Listen and say. 5 min.

- Focus students' attention on the vocabulary list on the bottom left-hand side of the pages.
- 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 073**. Make sure the students are following along and repeating the words.
- Play the audio track again and have students point at the images at the bottom of the page.



C **Look at the pictures. Then, listen and write the letters.**

D **Look at the pictures. Ask and answer.**



Where will we live?
How will we travel?

We will live on the moon.
We will travel by jetpack.



UNIT 8

101

More practice

Assign **pages 62 and 63** of the Workbook as homework. Alternatively, if time remains, students can start on the Workbook in class.



C **Look at the pictures. Then, listen and write the letters.** **5-10 min.**

- Play **audio track 074**. Have students listen to each word and write the corresponding letters in the circles on the picture.
- T** "Listen. Find the word in the picture. Write the letter."
- To review key vocabulary, you can use downloadable flashcards and vocabulary tests.

D **Look at the pictures. Ask and answer.** **10 min.**

- Tell students to look at the dialogues in part D on **page 101**.
- Put students in pairs. **T** "Sit with a partner." Have them practice the dialogues by reading the sentences in the box.
- T** "Let's read together."
- Have students look at the main picture and continue to ask questions about the key vocabulary in the main picture.
- T** "Look at the picture. Talk about the picture with your partner."
- Choose two or three students and have them stand and perform the dialogues for the class.

(possible answers)

1. We will travel by rocket.
2. We will live in space.
3. We will travel live on planets.

Lesson Objectives

Students will be able to:

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

Materials

- Hang Out! Plus Student Book, Workbook

Warm Up 5 min.

- Tell students to look at the pictures on **pages 100 and 101**. 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 imagine what travel will be like in the future. **T** "How will we travel in the future? Where will we go in the future?" to elicit a response. **SS** "We will go to the moon in the future. We will travel by jetpack." Repeat with several other students in the class.

Reading

A Read. 10 min.

- Focus students' attention on the text in the Reading section on **page 102**.
- Read the text to the students, pausing after each sentence. Ask questions about the text and elicit answers from the students.
- Tell students to write the answers to complete the questions at the bottom of the page. Circulate around the class to observe and assist students where necessary.
- Finally, reread the text. Call on students to read a sentence at a time.

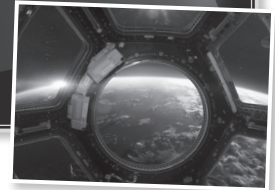
B Read and answer. 10 min.

- Read the text again. Call on students to read one sentence at a time.
- Tell students to write the answers to complete the questions at the bottom of the page. Circulate around the class to observe and assist students where necessary.

A Read.

Space Tourism: From Science Fiction to Reality

Space tourism used to only be in books and movies. Now, it might happen in real life before the end of the 21st century. Companies are working on technology so regular people can go to space. Space tourism means people paying to travel into outer space for fun or relaxation. It's a new way for people to experience space travel. There are lots of companies working on space tourism. They are making rockets that can take paying customers into space. These rockets are made to be safe and reliable. These companies also want to give passengers a special and unforgettable trip. People who go to space can float without gravity and see Earth from far away. They will also be amazed by how big space is. Some people feel excited about space tourism, but others worry. Supporters think it will inspire science and make technology better. They also think the money from space tourism can pay for more space exploration and science. Other people are worried that space tourism might hurt the environment and be dangerous. They also say it's not fair that only rich people can go to space. In the end, space tourism is a big step toward letting more people go to space. It will also help people explore beyond Earth.



B Read and answer.

1. What is space tourism?
It is people paying to travel into outer space.
2. What will people who go to space experience?
They can see Earth from far away, float without gravity, and be amazed by how big space is.
3. What is one reason that space tourism is a good idea?
It can inspire science / make technology better / pay for more space exploration.
4. What is one reason that space tourism is a bad idea?
It is bad for the environment and dangerous.
5. Space tourism is...
☐ a cheap ☒ b expensive ☐ c easy to access

102

Speaking

A Work with a partner. Make two or more questions about how people will live in the future. Then, write.

5 min.

- Have students look at **page 103**.
- Pair up students and have them look at the questions. Instruct them to work together to write two additional questions and provide the answers, ensuring each pair has the same set of questions and answers.
- Give students roughly three minutes to write the activities.
- Circulate around the class to observe and assist students where necessary.

B Choose two classmates. Ask and answer. Fill in the table. 15 min.

- Focus students' attention on the model dialogue. Select two students in the class to read the lines for each of the characters. **T** "Can you read the dialogue? You be Nadir, and you be Li."
- Use the model dialogue to demonstrate the answer/question exchange, and how to complete the activity in part B.
- Instruct students to find two classmates. They should ask each person the seven questions from part A and write their answers in the table. **T** "Find two classmates. Ask them the seven questions from part A and fill in the table with their answers."

A Work with a partner. Make two or more questions about how people will live in the future. Then, write.

1. Where will we travel? _____
2. How will we travel? _____
3. Where will we live? _____
4. What technology will we have? _____
5. What will we discover? _____
6. _____
7. _____

B Choose two classmates. Ask and answer. Fill in the table.

Where will we travel?	We will travel to other planets.
How will we travel?	We will travel in space elevators.
Where will we live?	We will live on the moon.

	Classmate 1	Classmate 2
1		
2		
3		
4		
5		
6		
7		

UNIT 8

103

- Choose one student and ask him/her about one of his/her questions. **T** "What did your two classmates say about one of your questions?" Repeat with several other students in the class.



More practice

Assign **pages 64 and 65** of the Workbook as homework. Alternatively, if time remains, students can start on the Workbook in class.

Lesson Objectives

Students will be able to:

- encounter and explore a story linked to the theme of the unit
- recognize and name the second set of eight key vocabulary items
- ask and answer questions with will about future predictions

Key Vocabulary Vocabulary set 2

have virtual schools, fly drones, use holograms, charge our cars, own robots, have AI friends, travel through time, live in very tall towers

Expansion Structure

• Yes/No questions with will

Will we have flying cars? Yes, we will. / No, we won't.

Materials

- Hang Out! Plus Student Book, Workbook
- A/V equipment or Classroom digital materials

Warm Up 5 min.

- Tell students to look back at the table they made on **page 103**. Choose one student and ask him/her to report back on one of the questions they asked. **S** "Joe said that we will travel in space elevators. Tim said that we will travel by jetpacks." Repeat with several other students in the class.

Story

A Listen and write. Then, watch. 5 min.

- Tell students to turn to **page 104**. Focus their attention on the comic strip.
- Ask students two questions about the pictures and elicit answers.
 1. Point to the first frame. **T** "Where are they?" (a science museum)
 2. Point to the second frame. **T** "What are they looking at?" (A model of a future underwater home.)
- Play **audio track 075**. 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 fill in the blanks.
- Play the animation.

A Listen and write. Then, watch.

Daniel This science museum is fascinating! Look, it says that in the future, we will live on Mars!

Nadir Wow, I wish I could live on another planet! How will we travel there? What will we eat?

Daniel We will travel to Mars by rocket, and once we're there, we will travel with jetpacks and space elevators! We will bring seeds from Earth and grow our own food on Mars.

Jenny It says here that we will live in very tall towers in the future. That sounds scary!

Daniel Here it says that we will live underwater in the future. That would be amazing.

Nadir Will we use holograms to speak to people on the surface?

Daniel Yes, we will. And we will eat lots of fish, too!



B Role-play the story.

C Read the story again. Then, answer.

1. Where are Daniel and his friends?
 - a in science class
 - b in a science museum**
 - c in Daniel's bedroom
2. How will they travel to Mars in the future?
 - a by rocket**
 - b by jetpack
 - c by space elevator
3. What will people on Mars eat?
 - a food grown on Mars**
 - b cheese from the moon
 - c seeds from Earth
4. What does Jenny say is scary?
 - a using holograms
 - b using jetpacks
 - c living in very tall towers**

B Role-play the story. 5 min.

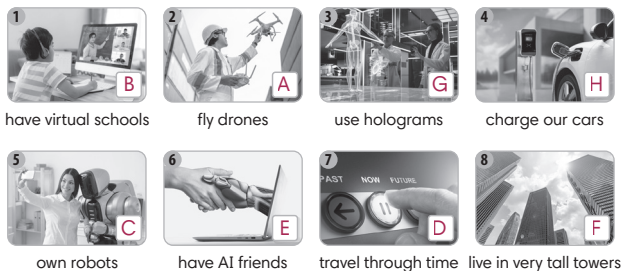
- Put students in groups of three. Assign each student a character from the story to play.
- Have students read through the story playing the part of the character.
- Have students swap roles and repeat.
- (Optional) Call on two or three groups of students to act out the story in front of the class.

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 circle one.
- Review answers as a class.

Expand

A Listen and say.



B Listen and write the letters.

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

Will we have AI friends in 2045?	Yes, we will.
Will we travel through time in 2070?	No, we won't.


In 2050?


In 2035?


In 2045?


In 2040?


In 2060?


In 2030?

UNIT 8 105

Expand

A Listen and say. 5 min.

- Have students look at the key vocabulary on **page 105**.
- Tell students to listen and repeat after the audio.
- Play **audio track 076**. Make sure the students are following along and repeating the words and/or phrases.

B 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 letters they hear next to each picture.
- Play **audio track 077**. 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 B?"

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

- Focus the students' attention on the model dialogue in part C. Play **audio track 078**.
- Split the class into two groups, A and B. Instruct group A to repeat the question aloud after you. Then, have group B repeat the answer after you. Have groups swap roles and ask/answer again.

Li: Will we have AI friends in 2045?

Daniel: Yes, we will.

Li: Will we travel through time in 2070?

Daniel: No, we won't.

- Tell students to look at the six pictures. Put students in pairs and assign one student to be Student A and the other to be Student B. Tell Student A to make a question based on picture one. Student B responds.
- Then, have students swap roles and run through the exercise again for each of the images.

Answers

- Will we live in very tall towers in 2050?
→ Yes, we will. / No, we won't.
- Will we fly drones in 2035?
→ Yes, we will. / No, we won't.
- Will we use holograms in 2045?
→ Yes, we will. / No, we won't.
- Will we charge our cars in 2060?
→ Yes, we will. / No, we won't.
- Will we own robots in 2040?
→ Yes, we will. / No, we won't.
- Will we have virtual schools in 2030?
→ Yes, we will. / No, we won't.

More practice

Assign **pages 66 and 67 (speaking section)** of the Workbook as homework. Alternatively, if time remains, students can start on the Workbook in class.

Lesson Objectives

Students will be able to:

- review and practice both grammar structures for the unit using previously encountered key vocabulary

Materials

- Hang Out! Plus Student Book, Workbook
- A/V equipment or Classroom digital materials

Warm Up 5 min.

- Ask students to recall the two grammar structures from the unit.
- Write the first grammar structure on the board. Explain how to construct sentences with this grammar structure. Ask students to plug other words into the structure to form new sentences.
- Write the second grammar structure on the board. Explain how to construct sentences with this grammar structure. Ask students to plug other words into the structure to form new sentences.

Grammar

Grammar structure 1 10 min.

- Tell students to turn to **page 106**. Focus students' attention on the table: *Wh-questions with Will to Ask about Future Predictions*.
- Explain that *Wh-questions* are used to ask for specific information about the future. In future predictions, we use "will" to talk about what is likely to happen.
- Show the question structure: *Wh-word + will + [subject] + [base verb]*? **T** "Where will we travel? / How will we go to school?"
- Point out that we use the base verb (travel/go) after "will." In these questions, "will" comes before the subject (we), followed by the base verb (travel/go). The *Wh-word* at the beginning indicates what the question is asking for (e.g. *place, manner, time*).
- Show the answer structure: *[Subject] + will + [base verb] + [rest of the sentence]*. **T** "We will travel to other planets. / We will use jetpacks."

A Make questions and answers with the given words.

10 min.

- Give students roughly five minutes to complete the grammar activity. Circulate around the class to check students' work and comprehension.
- Go over the answers together as a class.

Wh-questions with Will to Ask about Future Predictions

Where will we travel?	We will travel to other planets.
How will we go to school?	We will use jetpacks.

A Make questions and answers with the given words.

- how, travel (use jetpacks)

How will we travel?

We will use jetpacks.

- where, live (in very tall towers)

Where will we live?

We will live in very tall towers.

- where, travel (to the moon)

Where will we travel?

We will travel to the moon.

- what school, go to (virtual school)

What school will we go to?

We will go to virtual school.

- what, own (robots)

What will we own?

We will own robots.

Yes/No Questions with Will

Will we have flying cars?	Yes, we will. / No, we won't.
---------------------------	-------------------------------

B Write questions and answers using the given phrases and will.

- travel through time X

Will we travel through time?

No, we won't.

- have AI friends ✓

Will we have AI friends?

Yes, we will.

- use holograms ✓

Will we use holograms?

Yes, we will.

- charge our cars X

Will we charge our cars?

No, we won't.

- own robots X

Will we own robots?

No, we won't.

106

Grammar structure 2 10 min.

- Focus students' attention on the table: *Yes/No Questions with Will*.
- Explain that *Yes/No questions with "will"* are used to ask if something will happen in the future. The answer will be either "Yes" or "No."
- Show the question structure: *Will + [subject] + [base verb]*? **T** "Will we have flying cars?"
- Show the positive answer structure: *Yes, + [subject] + will*. **T** "Yes, we will."
- Show the negative answer structure: *No, + [subject] + won't*. **T** "No, we won't."
- In a *Yes/No question*, "will" comes first, followed by the subject (we), and then the base verb (have). The answer begins with "Yes" or "No," and then uses "will" or "won't" with the subject.

B Write questions and answers using the given phrases and will. 10 min.

- Give students roughly five minutes to complete the grammar activity. Circulate around the class to check students' work and comprehension.
- Go over the answers together as a class.

More practice

Assign **page 67 (grammar section)** of the Workbook as homework. Alternatively, if time remains, students can start on the Workbook in class.

Writing Guide

An **expository essay** explains a topic. It provides information and analysis without personal opinions. An expository essay is meant to inform the reader through facts, examples, and logical explanations.

Expository Essay Contents

An expository essay should contain facts and figures. You can find these online, but remember to use well-known websites. Not all online content can be trusted.

When you add these facts and figures into your essay, you can use adverbs of manner to show how you want the reader to feel about them:

• Negative:

Sadly, an estimated 333 million children in the world do not have enough to eat.

Unfortunately, giraffes are 30 times more likely to get hit by lightning than people are.

Shockingly, 1 million animals die each year due to plastic litter.

Worryingly, the world is over 1°C warmer than it was in the 19th century.

• Positive:

Interestingly, the average cloud weighs around 1 million metric tons.

Surprisingly, identical twins do not have the same fingerprints.

Incredibly, snails have between 1,000 and 12,000 teeth.

Amusingly, french fries are Belgian, not French.

A Read the essay excerpt. Use the word box to fill in the blanks.

drones 7 billion hours AVs 50 minutes 2050 AAVs

Experts think that even as early as 2050, most cars will be automated vehicles (AVs). Today, people across the world spend a total of 7 billion hours a year stuck in traffic jams. AVs might not solve this problem. However, AV owners will have an extra 50 minutes on average to watch TV or even sleep while their car drives itself. Public transportation is also likely to be automated. Autonomous aerial vehicles (AAVs) could replace buses. They will be similar to drones, but large enough to carry groups of humans quickly through cities.

Full essay on page 147

B Research how technology will change in the future and plan your essay.

Topic: Future Technology

- Technology (e.g. cars): _____
- What will it look like?

- How will it be different from technology today?

- How will it change our lives?

C Plan and write your five-paragraph essay. Go to page 101 in the Workbook.

UNIT 8

107

Warm Up ⌚ 5 min.

- Write two example sentences on the board for reference (but do not provide the answers): "Will we travel to Mars?" and "How will we communicate in the future?"
- Ask students to stand up and move around the classroom. Each student should ask a partner one of the questions from the board. The partner must answer using a full sentence. For example: **SS** "Yes, we will." or "We will communicate using advanced technology."
- After one to two minutes, tell students to find a new partner and repeat with the second question.

Writing

Writing Guide ⌚ 5 min.

- Tell students to turn to **page 107**. Focus students' attention on the table at the top of the page.
- Remind students that an expository essay explains a topic. It provides information and analysis without personal opinions. An expository essay is meant to inform the reader through facts, examples, and logical explanations.
- Briefly go over the expository essay contents using the information in the table.

A Read the essay excerpt. Use the word box to fill in the blanks. ⌚ 5 min.

- Focus students' attention on the essay excerpt in part A on **page 107**.

Lesson Objectives

Students will be able to:

- read an example writing paragraph
- prepare for a writing activity
- write a five-paragraph essay

Materials

- Hang Out! Plus Student Book, Workbook
- A/V equipment or Classroom digital materials

- Next, tell students to read the excerpt by themselves and fill in the blanks using the words in the word box.

T "Read the essay excerpt. Use the word box to fill in the blanks."

- Review the correct answers as a class.

B Research how technology will change in the future and plan your essay. ⌚ 5 min.

- Focus students' attention on the table at the bottom of **page 107**.
- Tell students to choose a technology (e.g. *cars*) and research how it will change in the future. Have them fill in the box with their answers to the questions.
- Give students roughly five minutes to complete the activity.
- Circulate and monitor the students, providing assistance where necessary.

C Plan and write your five-paragraph essay. Go to page 101 in the Workbook. ⌚ 20 min.

- Instruct students to open their Workbooks to **page 101**.
- Explain to the students that they will be writing a five-paragraph essay on the topic "Future Technology."
- First, direct the students to the essay template on **page 101**. Instruct the students to use the provided template to write their own five-paragraph essay on the topic.
- Explain to the students that they will use the information from their brainstorming table on **page 107** in their Student Book to write an essay about a future technology.
- Allow students roughly ten to fifteen minutes to write their essays.
- (Optional) If students finish early, provide feedback and encourage them to revise their essays.

More practice

Assign **page 69** of the Workbook as homework. Alternatively, if time remains, students can start on the Workbook in class.

WB

Lesson Objectives

Students will be able to:

- recognize some target vocabulary and grammar while learning about an engaging topic
- practice using visual clues to assist in reading comprehension
- develop listening skills and answer questions about a text

Materials

- Hang Out! Plus Student Book, Workbook
- A/V equipment or Classroom digital materials

Warm Up ⌚ 5 min.

- Write a few predictions about the future on the board (using both Yes/No and *Wh*-questions formats), but leave them incomplete: "Will we have flying cars?" and "Where will people live in the future?"
- Have students take turns asking each other the incomplete questions and answering with either "Yes, we will.", "No, we won't.", or a prediction sentence that completes the *Wh*-questions (e.g. "We will live on Mars.").
- Have students listen to the answers and react with follow-up questions to keep the conversation going (e.g. "Why do you think that?" or "What kind of robots do you think will help us?").

CLIL: Science

A ⌚ 15 min. Listen and read.

- Have students turn to **pages 108 and 109**.
- Point to the two pictures at the top and ask students:
T "Have you ever seen a 3D printer before?"
- Tell students to read along silently as they listen. Play **audio track 079**.
- Play the audio track again. This time, tell students to try to read aloud as they listen to the story.

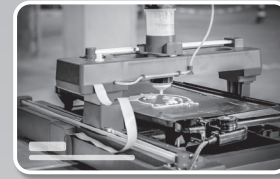
B Read the questions and underline the answers.

⌚ 5 min.

- Focus students' attention on part B on **page 109**. Read the questions under each paragraph as a class.
- Tell students to find the answers within the text and underline them.
- Check answers as a class. Read the first question and select a student to answer. Repeat for the second question.

CLIL: Science

A ⌚ 15 min. Listen and read.



THE FUTURE OF FOOD?

Will 3D printing be the future of food? The process is already used to make certain foods and seems to solve some problems. Let's find out how 3D-printed food is made, how it is used, and whether it creates any problems of its own.

As with all 3D printing, 3D-printed food is built up layer by layer. Rather than the usual plastic, cans of food paste or gel are put into the printer. This is then heated and squeezed out through a thin pipe called an "extruder." The extruder moves and follows the design that has been uploaded to the computer, for example, a pizza. Once squeezed out, the warm paste hits a cold surface and hardens before the next layer is added. If you are wondering how it tastes, scientists say that like all foods, the product will taste as good as the ingredients you put in.

Q What is placed into a 3D food printer?



3D-printing food can be helpful in many ways. First, companies can easily add names, pictures, or personalized colors to products like candy. 3D-printed food can also be changed to match people's health needs or avoid ingredients they are allergic to. It even allows producers to make hard foods softer for older people or those with disabilities. 3D printing also reduces waste, as producers print food only when they know they can sell it. On top of this, 3D-printed food can be produced in faraway places like space, where growing, cooking, or storing conventional foods would be difficult. This is why US space agency NASA has been a leader in developing the technology.

Q Which organization has spent money on 3D-printing food?

There are also disadvantages to 3D-printing food. At present, only a few foods can be printed. The process is also expensive, so while it is fine for NASA, you won't find a 3D food printer in your kitchen any time soon. Some people also say that so far, the taste of printed food does not match that made by human chefs. There are health worries about 3D-printed food, too. It may be hard to know exactly where the ingredients come from or to know their quality. To avoid illness, it will also be important for 3D food printers to be cleaned often.

Q Where are you unlikely to find a 3D food printer?

As it improves, we will find more uses for 3D-printed food. It is already used in making candy. It is also starting to help people with disabilities, and even astronauts. However, its daily use in our kitchens and restaurants is still some way off.

108

C Read and circle. ⌚ 5 min.

- Focus students' attention on part B on **page 109**. Read the questions and answer choices out loud.
- Tell students to try to circle the correct answers. Give students one to two minutes.
- Encourage students to use the text to help them answer the questions.
- Check answers as a class. Read the first question and select a student to give the answer. Repeat for the remaining questions.

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

- Focus students' attention on part D. Give students directions about what they will hear. Read the answer choices out loud. Tell students to circle the correct answer for the questions they hear. **T** "Let's listen. There is a girl asking questions about 3D printers. Listen and circle the correct answers for her questions."
- Play **audio track 080**.
- Check answers as a class. Read the girl's question aloud to the class. Call on students to provide the correct answer. Repeat with the second and third questions.

1. What is put into an ordinary printer?
2. How might older people benefit from 3D-printed food?
3. Why won't you find a 3D printer in your own kitchen any time soon?

080

B Q Read the questions and underline the answers.

C Read and circle.

1. What is the reading mainly about?
☐ a how new types of food are being developed in space
☒ b how technology is changing food production today
☐ c how we need to be careful about AI involvement in food
☐ d how computers are allowing us to create new flavors
2. What happens once a layer of food has been printed?
☐ a It gets squeezed through the printer's extruder.
☐ b Cans of gel or paste are put into the printer.
☒ c It is cooled down to make it hard.
☐ d A design is uploaded and sent to the printer.
3. According to the passage, what is NOT true of 3D-printed food?
☒ a It can save companies money on long-distance deliveries.
☐ b It lets producers easily add certain ingredients to their food.
☐ c It means companies can add people's names to products.
☐ d It can help people who have problems eating certain foods.
4. What can you guess about the future of 3D-printed food?
☐ a It will likely be used to make food in restaurants.
☐ b It will probably be served to children in schools.
☒ c It will likely be prepared and eaten by astronauts.
☐ d It will probably be too unhealthy to eat often.

D Listen and answer the girl's questions.

1. ☐ a gel and paste ☐ b candy ☒ c plastic
2. ☐ a They can add their names. ☒ b They can chew it more easily. ☐ c They can make it anywhere.
3. ☒ a price ☐ b size ☐ c health

E Discuss.

1. What other uses can you think of for 3D-printed food?
2. Which foods do you think would work best when printed?



- Play the audio track again for students to check their answers.

E Discuss. ⌚ 5 min.

- Focus students' attention on part E at the bottom of **page 109**. Read the question to the class. Then, discuss the student's answers to the question. Encourage them to give different answers than their classmates and ensure every student participates. If students are struggling with the question, you can give your own answer as an example.
- Repeat with remaining questions.



More practice

Assign **page 68** of the Workbook as homework. Alternatively, if time remains, students can start on the Workbook in class.

Lesson Objectives

Students will be able to:

- encounter some of the target vocabulary and grammar while working on a project
- develop writing and speaking skills by researching and debating a topic

Materials

- Hang Out! Plus Student Book
- Optional: paper

Warm Up ⌚ 5 min.

- Write the sentence starter "In the future, we will..." on the board.
- Have students form a circle or pair them up. The first student starts by completing the sentence, for example, **S1** "In the future, we will travel in flying cars." The next student asks a Yes/No question to the student who just spoke. For example, **S2** "Will we have flying cars?" The speaker answers with "Yes, we will" or "No, we won't." The student who answered the question then continues the chain with a *Wh*-question prediction. For example: **S1** "Where will we travel in the future?" The next student responds, and so on.

Project: Discussion

A Look and answer the questions. ⌚ 3 min.

- Focus students' attention on the questions and pictures in part A at the top of **page 110**.
- Next, go through each of the questions and pictures and discuss them as a class.

B Prepare for a discussion about the question below. ⌚ 3 min.

- Focus students' attention on the statement in part B.
- Read the statement to the class. Ensure students fully understand the topic and ask how the topic relates to the questions/pictures discussed in part A.

C Research the question above to gather information for an informed opinion. ⌚ 15 min.

- Direct the students' attention to part C at the bottom of **page 110**. Explain that the students will be researching about traveling outside the solar system.
- Give students ten to fifteen minutes to research and write their ideas using the Research Guide. Students may use their phones, laptops, textbooks, etc., to research the topic.

Discussion

A Look and answer the questions.

1. What do you think these images show?
2. What discoveries or achievements in space travel do you notice in the images?
3. What do you think will be humans' next achievement in space travel?



B Prepare for a discussion about the question below.

Question: Will we ever travel outside the solar system?

C Research the question above to gather information for an informed opinion.

RESEARCH GUIDE	NOTES
• Research and answer the questions. - What do we know about space outside the solar system? How did we gather this information? - What problems make traveling outside the solar system difficult? - What technology would be needed to travel outside the solar system? - What groups or countries are working on traveling outside the solar system?	

- Circulate around the class to observe the students as they work and help any struggling students. You may ask students what they are doing to check comprehension and their ability to use the key vocabulary.

D Discuss the topic with the class. Use the speaking tip. ⌚ 20 min.

- Direct students to the speaking tip and table at the top of **page 111**.
- Read and explain the speaking tip and give examples of how to use it during a discussion.
- Start the discussion off by asking the class the topic question. **T** "Will we ever travel outside the solar system?"
- Invite students to volunteer to start the discussion. If no one volunteers, select a student to begin.
- Encourage students to share opinions supported by their research.
- Facilitate interaction by prompting quieter students to contribute and guiding the conversation with follow-up questions as necessary.

E Evaluate your classmates' performances in the discussion. ⌚ 4 min.

- Direct the students' attention to the evaluation charts at the bottom of **page 111**. Explain that they will be writing feedback about two of their classmate's performances during the discussion.
- Give students roughly four minutes to write their evaluations. Circulate around the room, helping any struggling students and asking questions about what the students are writing in their evaluations and why.

D Discuss the topic with the class. Use the speaking tip.

Speaking Tip

Ask **follow-up questions** to learn more about your classmates' opinions. This helps you learn more about what others are thinking so your class can form opinions together. To ask follow-up questions, you need to listen closely to what your classmates are saying so you can ask a question that is related to their opinion. Try using the phrases below.

Phrase	Example
Tell me more about...	Tell me more about the information you found about space telescopes.
What did you mean when...?	What did you mean when you said that traveling outside the solar system is a bad idea?
Can you give an example of...?	Can you give an example of the technology that would make it possible to travel outside the solar system?

E Evaluate your classmates' performances in the discussion.

Classmate's name: _____

Evaluation 1

Answered the question needs improvement excellent
1-2-3-4-5

Included facts & research 1-2-3-4-5

Listened to others 1-2-3-4-5

Used the speaking tip 1-2-3-4-5

What was his/her best point in the discussion?

What can be improved?

Classmate's name: _____

Evaluation 2

Answered the question needs improvement excellent
1-2-3-4-5

Included facts & research 1-2-3-4-5

Listened to others 1-2-3-4-5

Used the speaking tip 1-2-3-4-5

What was his/her best point in the discussion?

What can be improved?

UNIT 8

111

I can sentences:

Speaking

1. I can talk about future technology.
2. I can say what I predict will happen.
3. I can ask and answer questions about the future.

Listening

4. I can understand when someone asks what will happen in the future.
5. I can understand when someone asks a question about future activities.

Reading

6. I can read and understand short passages about future technology.

Writing

7. I can write a five-paragraph essay about future technology.

Check Up 🕒 10 min.

- To wrap up the unit, ask students to turn to **page 102** in the Workbook.
- Make sure students have a pen or pencil.
- Direct students' attention to the words and phrases at the top of the page. Ask students to check all of the words and phrases they know.
- T "Look at the words and phrases. Check the words phrases you know."
- Walk around the class to briefly gauge the words and phrases that students have difficulty with. If you see the same words and phrases unchecked by many of the students, review these words and phrases.
- Direct the students back to the pages that contain images of these words and phrases.
- 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.

Review Units 7-8

Materials

- Hang Out! Plus Student Book
- A/V equipment or Classroom digital materials

A Write and find the words. Circle. ⌚ 15 min.

- Tell students to open their Student Book to **page 112**.
- Point to each of the pictures on the page. Say the word and have students repeat.
- Point to picture 1 (credit card) and ask students what it is. Write the word "credit card" on the board and have students fill in the blank for number one. Then, have a student read the sentence aloud.
- Tell students to look at the rest of the pictures and write the words in the blanks. Then, find each of the words in the word search.
- If time is available, then call on students to read the remainder of the sentences with the correct answers.
- Encourage students to look back over units 7-8 to help with finding the answers.
- If students are having a difficult time with the words, or to help weaker groups, you can write the list of words on the board.

B Listen and check. ⌚ 10 min.

- Focus students' attention on part B on **page 113**.
- Tell students they will listen to a dialogue between a girl and a boy.
- Play **audio track 081**. The first time, students should just listen.

Girl: Will you help me do my homework?

Boy: Sure, what's it about?

Girl: It's about the future. The first question is, "What is one wish you have for the future?"

Boy: That's easy. I wish I had my driver's license. If I had my driver's license I could drive my friends to many different places.

Girl: That sounds fun! Is there anything else you wish you could do?

Boy: I really wish I was older so that I could apply for a job or start a business.

Girl: That's great. I hadn't thought about that.

Boy: Are all the questions about our future goals?

Girl: No, the next question is about future technology. What technology will help us live on the moon in the future?

Boy: Hmm... I'm not sure. What did you put?

Girl: I think one day we will have space elevators that will help us get to the moon and other planets quickly.

Boy: Oh, really? I think rockets will be the main way we get there. They're faster and look a lot cooler, too!

Girl: That's true, haha. That was the last question. Thanks for helping me with my homework.

Boy: You're welcome!

Review UNITS 7-8



A Write and find the words. Circle.



1. My dad used his credit card to pay for dinner.
2. My dream has always been to travel to space.
3. My friend is extremely talented. She can play five different instruments!
4. For my birthday, I rented a yacht and sailed in the ocean.
5. The moon is full and bright tonight.
6. The divers explored the underwater coral reefs.
7. The astronauts are taking a rocket to Mars.
8. My grandfather is retired. He worked as a firefighter for 40 years.



112

- Next, read the four questions on **page 113**. Then, point to the two answer choices for each question (a and b) and ask students to say what they can see.
- Play **audio track 081** again. This time, students should check the correct answer choice.
- If students struggle to keep up, pause the track after each answer is mentioned.
- Review answers as a class. Read the questions and call on different students to provide the answers.
- (Optional) Play **audio track 081** one more time to give students a chance to listen for any answers they may have missed.

C Underline and correct the mistakes. ⌚ 10 min.

- Focus students' attention on part C on **page 113**.
- Explain that students will identify and correct mistakes in the sentences.
- Remind the students of the following grammar structures:
 1. *Wish* to talk about desires,
 2. Second conditional to talk about hypothetical situations,
 3. *Wh-* questions with *will* to ask about future predictions, and
 4. Yes/No questions with *will*.
- Give students four to five minutes to complete the activity. Circulate the room to monitor progress and provide assistance as needed. Go over answers as a class. Choose students and ask them to read out the correct sentences.

B Listen and check.

1. What does the boy wish he had?
2. Why does the boy want to be older?
3. What does the girl say will help us get to the moon quickly?
4. What technology does the boy think looks cool?



C Underline and correct the mistakes.

1. I wishes I were more creative. wish
2. In the future, we would all drive electric cars. will
3. If I were wealthy, I will donate money to help animals. would
4. Will we have AI friends in the future? No, we will. won't

D Complete the sentences with your own ideas.

1. If I went to space, I would _____.
2. In the future, we will _____.
3. Will we _____ next week? Yes, we will.
4. If I had _____, I would _____.
5. If I were rich, I would _____.
6. I will _____ in 20 years.

REVIEW/UNITS 7-8

113

D Complete the sentences with your own ideas.

10 min.

- Focus students' attention on part D on **page 113**.
- Tell students to read and complete each sentence with their own ideas.
- Give students four to five minutes to complete the activity. Circulate the room to monitor progress and provide assistance as needed. Go over responses as a class. Choose students and ask them to read out their ideas.

UNIT 9 Rules and Laws

Lesson 1

Unit Objectives

- Things we have to do and are allowed to do
- Talking about cause and effect

Lesson Objectives

Students will be able to:

- recognize and name the first set of eight key vocabulary items
- use the causative verbs to talk about things they have to do and are allowed to do

Key Vocabulary Vocabulary set 1

mow the lawn, prepare my own breakfast, do my own laundry, look after my siblings, have a curfew, get an allowance, eat fast food, use my tablet

Core Structure

- **Causative verbs (make, have, let)**
My dad makes me do my own laundry.

Materials

- Hang Out! Plus Student Book, Workbook
- A/V equipment or Classroom digital materials

UNIT
9

Rules and Laws

AUDIO VIDEO

- Things we have to do and are allowed to do
- Talking about cause and effect

Q What is one rule you have to follow?

A 082 Look at the picture. Then, listen and watch.

B 083 Listen and say.

1 mow the lawn

2 prepare my own breakfast

3 do my own laundry

4 look after my siblings

5 have a curfew

6 get an allowance

7 eat fast food

8 use my tablet

114

Warm Up 5 min.

- Have students open their Student Book to **page 114**.
- Read the title of the lesson and the learning points.
- Ask students the focus question: **T** "What is one rule you have to follow?" Call on students individually to answer. If students have difficulty coming up with ideas, ask them to think about rules that they have at home. Encourage different students to give different answers.

A 082 Look at the picture. Then, listen and watch. 10 min.

- Focus students' attention on the main picture on **pages 114 and 115**.
- Talk about the main picture. Explain the situation shown in the picture. **T** "Li and Alex are discussing the rules they have at home. Li is complaining about how strict her mom is, while Alex is upset about having a curfew. What rules do you have to follow at home?"
- Play **audio track 082**.
- Play the animation.

Li: My mom is so strict! She only lets me use my tablet for one hour every day!

Alex: At least you don't have a curfew. My parents make me have a curfew of seven o'clock. I can never do anything fun at night time.

Li: Can't you even go out to the movies with friends?

Alex: No, only in the afternoon!

Li: Do you have chores? I have to mow the lawn. If I don't my mom doesn't let me get an allowance.

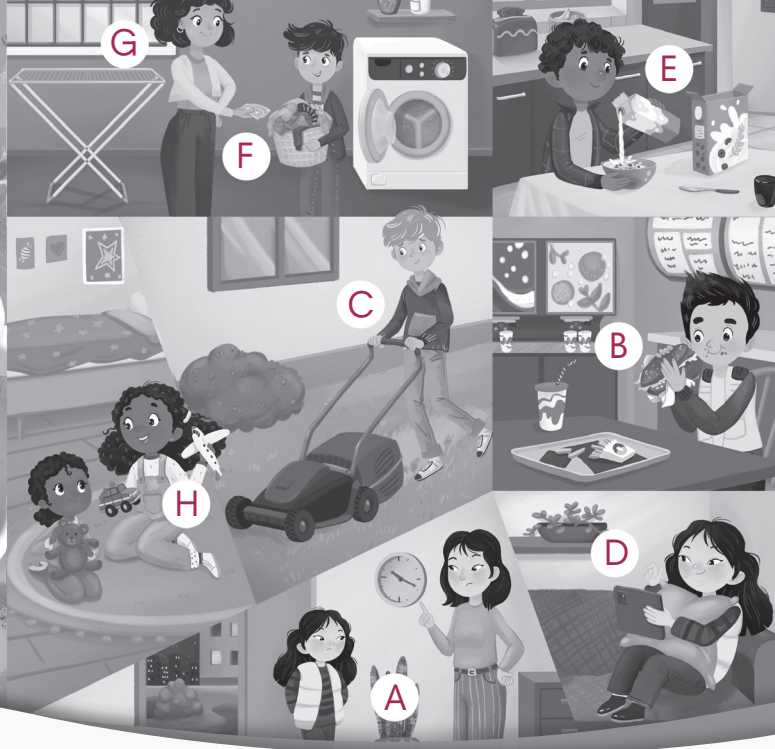
Alex: I don't have chores. My parents do have me look after my siblings though. It is a lot of responsibility.

Li: Wow, I'm glad I don't have to do that. I'm the youngest in my family.

Alex: You are lucky. I love my family, but sometimes I need my free time!

B 083 Listen and say. 5 min.

- Focus students' attention on the vocabulary list on the bottom left-hand side of the pages.
- Tell students to listen and repeat after the audio.
T "Listen to the phrases. Look at the pictures and say the phrases."
- Play **audio track 083**. Make sure the students are following along and repeating the phrases.
- Play the audio track again and have students point at the images at the bottom of the page.



C **Look at the pictures. Then, listen and write the letters.**

D **Look at the pictures. Ask and answer.**



What do you have to do at home?

My mom makes me do my own laundry.

What are you allowed to do?

My parents let me eat fast food.



UNIT 9

115

More practice

Assign **pages 70 and 71** of the Workbook as homework. Alternatively, if time remains, students can start on the Workbook in class.



C **Look at the pictures. Then, listen and write the letters.** **5-10 min.**

- Play **audio track 084**. Have students listen to each phrase and write the corresponding letters in the circles on the picture.

T "Listen. Find the phrase in the picture. Write the letter."

- To review key vocabulary, you can use downloadable flashcards and vocabulary tests.

D **Look at the pictures. Ask and answer.** **10 min.**

- Tell students to look at the dialogues in part D on **page 115**.
- Put students in pairs. **T** "Sit with a partner." Have them practice the dialogues by reading the sentences in the box.
- **T** "Let's read together."
- Have students look at the main picture and continue to ask questions about the key vocabulary in the main picture.
- **T** "Look at the picture. Talk about the picture with your partner."
- Choose two or three students and have them stand and perform the dialogues for the class.

(possible answers)

1. What do you have to do at home? My dad makes me mow the lawn.
2. What are you allowed to do? My parents let me use my tablet.
3. What do you have to do at home? My dad makes me look after my siblings.
4. What do you have to do at home? My mom makes me prepare my own breakfast.

Lesson Objectives

Students will be able to:

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

Materials

- Hang Out! Plus Student Book, Workbook

Warm Up 5 min.

- Tell students to look at the pictures on **pages 114 and 115**. As a review, ask students what they can see. Encourage different students to provide all of the phrases from vocabulary set 1 (introduced in lesson 1).
- Next, ask students to think about some other rules they have to follow at home. Choose a student and ask him/her a question. **T** "What do you have to do at home?" to elicit answers such as: **SS** "My mom makes me wash the dishes." Encourage students to name rules or chores that are not on the vocabulary list.

Reading

A Read. 10 min.

- Focus students' attention on the text in the Reading section on **page 116**.
- Read the text to the students, pausing after each sentence. Ask questions about the text and elicit answers from the students.
- Tell students to write the answers to complete the questions at the bottom of the page. Circulate around the class to observe and assist students where necessary.
- Finally, reread the text. Call on students to read a sentence at a time.

B Read and answer.

- Read the text again. Call on students to read one paragraph or sentence at a time.
- Tell students to write the answers to complete the questions at the bottom of the page. Circulate around the class to observe and assist students where necessary.

A Read.

Alex's House Rules

In my house, we have some important rules that everyone needs to follow. First, all of my siblings and I have chores to do. This means our parents make us help with tasks around the house like mowing the lawn, preparing our own breakfast, and doing our own laundry. My parents also have me look after my younger siblings when they aren't around. We have a curfew of seven o'clock, which helps us stay safe and makes sure we're prepared for the next day. If we want to get an allowance, we need to help out with chores and follow the rules. If we complete all of our chores, we can earn five dollars every week. I have a savings account at the bank where I am saving up my allowance until I have enough to buy a bicycle. When it comes to food, we mostly eat healthy meals at home. Sometimes our parents let us eat fast food as a treat, but not every day. My parents say that fast food is salty and high in fat, so we shouldn't eat it very often. They also let us use our tablets, but there are limits on how much time we spend on them each day. My parents think that it is important to balance screen time with other activities like homework, playing outside, or reading. These rules are strict, but they also help our family get along well and teach my siblings and me responsibility. They also help us learn how to take care of ourselves and each other so that we can be more prepared when we are adults.

B Read and answer.

1. What are some chores that Alex and his siblings have to do?
They have to mow the lawn, prepare their breakfast, and do their own laundry.
2. What time is Alex's curfew?
Alex's curfew is seven o'clock.
3. What food does Alex's family usually eat?
Alex's family usually eats healthy meals at home.
4. Why does Alex have a limit on his screen time?
His parents think it is important to balance screen time with other activities.
5. Which of these is NOT a rule in Alex's home?
☐ a seven o'clock curfew ☒ b eating fast food often ☐ c screen time limits

116

Speaking

A What are some rules that your family has at your house? Write. 5 min.

- Have students look at **page 117**.
- Ask students to think of some family rules in their homes. Have them read the three sentence starters and complete them. Then, ask them to write two more rules using complete sentences.
- Give students roughly three minutes to write the activities.
- Circulate around the class to observe and assist students where necessary.

A What are some rules that your family has at your house? Write.

My parents make me _____.

My parents let me _____.

My parents have me _____.

B Interview your classmates to see if their house rules are the same as yours. Fill in the table below.



What are the rules at your house?

My parents have me do my own laundry.

My parents let me eat fast food.



	Classmate 1	Classmate 2	Classmate 3
Rule 1:	Same / Different	Same / Different	Same / Different
Rule 2:	Same / Different	Same / Different	Same / Different
Rule 3:	Same / Different	Same / Different	Same / Different
Rule 4:	Same / Different	Same / Different	Same / Different
Rule 5:	Same / Different	Same / Different	Same / Different

UNIT 9

117

B Interview your classmates to see if their house rules are the same as yours. Fill in the table below.

15 min.

- Focus students' attention on the model dialogue. Select two students in the class to read the lines for each of the characters. **T** "Can you read the dialogue? You be Jenny, and you be Li."
- Use the model dialogue to demonstrate the answer/question exchange, and how to complete the activity in part B.
- Ask students to write the five rules from part A in the first column of the table.
- Have them walk around the classroom and interview their classmates to find out if they share the same house rules. **T** "For each rule, ask three classmates if they follow the same rule at home. Circle 'Same' or 'Different' in the table based on your classmates' responses."
- Give the students seven or eight minutes to finish the activity.
- Wrap up by having a few students share what they learned. **T** "What was one rule that many of your classmates had in common?"



More practice

Assign **pages 72 and 73** of the Workbook as homework. Alternatively, if time remains, students can start on the Workbook in class.

UNIT 9 Rules and Laws

Lesson 3

Lesson Objectives

Students will be able to:

- encounter and explore a story linked to the theme of the unit
- recognize and name the second set of eight key vocabulary items
- use causative verbs to describe what happened to someone

Key Vocabulary Vocabulary set 2

break my leg, check my eyes, cut my hair, dry clean my clothes, remove my tooth, repair my phone, steal my wallet, take my picture

Expansion Structure

- **Causative verbs have and get with past participles**

I had my picture taken.

Materials

- Hang Out! Plus Student Book, Workbook
- A/V equipment or Classroom digital materials

Warm Up 5 min.

- Tell students to look back at the list of rules they made on **page 117**. Choose one student and ask him/her to talk about one of the rules. **T** "What is one thing that your parents make you do?" **S** "My parents make me do my own laundry." Repeat with several other students, varying the questions. **T** "What is one thing that your parents let you do? What is one thing that your parents have you do?"

Story

A Listen and write. Then, watch. 5 min.

- Tell students to turn to **page 118**. Focus their attention on the comic strip.
- Ask students two questions about the pictures and elicit answers.
 1. Point to the first frame. **T** "Who is Alex talking to on the phone?" (Mateo)
 2. Point to the second frame. **T** "Where is Mateo?" (at a carnival/amusement park)
- Play **audio track 085**. 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 fill in the blanks.
- Play the animation.

Story



A Listen and write. Then, watch.

Mateo Hi, Alex! Would you like to come to Thrill Land? It's so much fun. I just got my picture taken on a ride.

Alex I'd love to, Mateo, but my dad told me to mow the lawn and dry clean my clothes today.

Mateo Wow, your dad makes you work hard!

Alex That's right. He lets me get an allowance, but only if I work for it.

Mateo My mom is the same. She makes me look after my siblings at the weekend.

Alex Oh, then how come you are allowed to go to the amusement park?

Mateo Well, she only let me go because my siblings are here with me! I'm a little overwhelmed. Victor, Carolina, you can't touch those! Sorry, Alex, I have to go now!



B Role-play the story.

C Read the story again. Then, answer.

1. What does Mateo ask Alex?
 - ☐ a if he likes doing chores
 - ☐ b if he gets an allowance
 - ☒ c if he wants to come to an amusement park
2. Why can't Alex go with Mateo?
 - ☐ a He has to look after his siblings.
 - ☐ b He doesn't get an allowance.
 - ☒ c He has to mow the lawn and dry clean his clothes.
3. Why does Alex have to work?
 - ☐ a to get good grades
 - ☒ b to get an allowance
 - ☐ c to make his dad smile
4. How is Mateo able to go to the amusement park?
 - ☒ a because he brought his siblings with him
 - ☐ b because he finished all his chores
 - ☐ c because he saved his allowance

118

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.

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 circle one.
- Review answers as a class.

A Listen and say.

 break my leg	 check my eyes	 cut my hair	 dry clean my clothes
 remove my tooth	 repair my phone	 steal my wallet	 take my picture

B Listen and write the letters.

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

What happened to you?	I got my wallet stolen.
What happened to her?	She had her tooth removed.

 he - got	 they - had	 she - had
 he - got	 I - had	 you - got

UNIT 9

119

Mateo: What happened to you?

Nadir: I got my wallet stolen.

Mateo: What happened to her?

Nadir: She had her tooth removed.

- Tell students to look at the six pictures. Put students in pairs and assign one student to be Student A and the other to be Student B. Tell Student A to make a question based on picture one. Student B responds.
- Then, have students swap roles and run through the exercise again for each of the images.

Answers

1. What happened to him? → He got his eyes checked.
2. What happened to them? → They had their picture taken.
3. What happened to her? → She had her wallet stolen.
4. What happened to him? → He got his hair cut.
5. What happened to you? → I had my phone repaired.
6. What happened to you? → I got my clothes dry cleaned.

More practice

Assign **pages 74 and 75 (speaking section)** of the Workbook as homework. Alternatively, if time remains, students can start on the Workbook in class.

Expand

A Listen and say. 5 min.

- Have students look at the key vocabulary on **page 119**.
- Tell students to listen and repeat after the audio.
- Play **audio track 086**. Make sure the students are following along and repeating the words and/or phrases.

B 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 letters they hear next to each picture.
- Play **audio track 087**. 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 D?"

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

- Focus the students' attention on the model dialogue in part C. Play **audio track 088**.
- Split the class into two groups, A and B. Instruct group A to repeat the question aloud after you. Then, have group B repeat the answer after you. Have groups swap roles and ask/answer again.

088

WB

Lesson Objectives

Students will be able to:

- review and practice both grammar structures for the unit using previously encountered key vocabulary

Materials

- Hang Out! Plus Student Book, Workbook
- A/V equipment or Classroom digital materials

Warm Up 5 min.

- Ask students to recall the two grammar structures from the unit.
- Write the first grammar structure on the board. Explain how to construct sentences with this grammar structure. Ask students to plug other words into the structure to form new sentences.
- Write the second grammar structure on the board. Explain how to construct sentences with this grammar structure. Ask students to plug other words into the structure to form new sentences.

Grammar

Grammar structure 1 10 min.

- Tell students to turn to **page 120**. Focus students' attention on the table: Causative Verbs (*Make, Have, Let*).
- Explain that the verbs *make*, *have*, and *let* are causative verbs. These verbs describe situations where one person causes another person to do something.
- Explain that we use "make" to talk about something someone requires you to do. **T** "My mom makes me mow the lawn." *This shows you don't have a choice; you are required to do it.*
- Explain that we use "have" to describe a habit or practice that someone ensures you usually do. **T** "My parents have me look after my siblings." *This is something you are supposed to do regularly.*
- Explain that we use "let" to describe something you are allowed to do. **T** "My teacher lets me use my tablet." *This shows you have permission to do it.*
- Show the structure: [Subject] + *make/have/let* + *me* + [base verb] + [details (optional)]. **T** "My dad makes me do my own laundry. My grandmother has me prepare my own breakfast."

A Unscramble the sentences. 10 min.

- Give students roughly five minutes to complete the grammar activity. Circulate around the class to check students' work and comprehension.
- Go over the answers together as a class.

Causative Verbs (*Make, Have, Let*)

My dad makes me do my own laundry.

My grandmother has me prepare my own breakfast.

My mom lets me get an allowance.

- make**: something that someone requires you to do. *My mom makes me mow the lawn.*
- have**: a habit or practice that you should usually do. *My parents have me look after my siblings.*
- let**: something you are allowed to do. *My teacher lets me use my tablet.*

A Unscramble the sentences.

- parents / fast food / me / let / my / eat
My parents let me eat fast food.
- siblings / mom / makes / look after / my / me / my
My mom makes me look after my siblings.
- breakfast / me / own / my / prepare / grandparents / have / my
My grandparents have me prepare my own breakfast.
- my / mow the lawn / dad / me / makes
My dad makes me mow the lawn.
- use my tablet / let / grandparents / me / my
My grandparents let me use my tablet.

Causative Verbs *Have* and *Get* with Past Participles

I had my picture taken.

I got my phone repaired.

Different uses of *had*

My teacher had us take a test every week. = The teacher gave the students a test every week.
I had my eyes checked. = I received an eye check.

B Rewrite the sentences using *have* or *get* with past participles.

- I checked my eyes. (have) I had my eyes checked.
- I cut my hair. (got) I got my hair cut.
- I dry cleaned my clothes. (have) I had my clothes dry cleaned.
- I took my picture. (got) I got my picture taken.
- I removed a tooth. (have) I had my tooth removed.
- I broke my leg. (got) I got my leg broken.

Grammar structure 2 10 min.

- Focus students' attention on the table: Causative Verbs *Have* and *Get* with Past Participles.
- Explain that both "have" and "get" are used to show that someone arranges for something to be done by another person. The action is performed by someone else, but the subject causes the action.
- Show the structure for "have": [Subject] + *have* + [object] + [past participle]. **T** "My teacher had us take a test every week." *Use 'had' when the subject gave instructions or when it was part of a responsibility or requirement.*
- Clarify that "had" can also be used to indicate that someone received a service or action. **T** "I had my eyes checked." *In this case, 'have' does not indicate the subject's direct involvement but the arrangement of the service.*
- Show the structure for "get": [Subject] + *get* + [object] + [past participle]. **T** "I got my phone repaired." *Use 'get' when the subject had to persuade, request, or ask someone to perform the action.*

B Rewrite the sentences using *have* or *get* with the past participles. 10 min.

- Give students roughly five minutes to complete the grammar activity. Circulate around the class to check students' work and comprehension.
- Go over the answers together as a class.

More practice

Assign **page 75 (grammar section)** of the Workbook as homework. Alternatively, if time remains, students can start on the Workbook in class.

Writing Guide

A **persuasive essay** makes an argument. It is based around the writer's opinion but uses clear examples to explain its position. It should also address some of the counterarguments and explain why they might be wrong.

Persuasive Essay Style

A persuasive essay should try to convince the reader that your opinion is correct. To do this, you should make use of clear and confident language:

The problem with _____ is that...

The issue with _____ is that...

I believe _____ is unfair because...

When introducing a counterargument, you need to make it clear that it is someone else's opinion:

Many people think that...

A lot of people believe that...

Some people suggest that...

People argue that...

Then, you can respond to this counterargument:

This is not correct because...

This is not true because...

However, this is wrong because...

I do not agree with this because...

A Read the essay excerpt. Underline the counterargument.

The second problem with school uniforms is that they are expensive to buy. Children grow fast, and parents have to spend too much money on uniforms. Also, we can only wear them at school, so they are not good value. Some parents and teachers say that students behave better when they wear uniforms. In fact, uniforms are becoming more popular in schools. However, studies have shown that they have no effect on student behavior.

Full essay on page 148

B Think about which rule you would change and plan your essay.

Topic: School Rule Changes

- Rule you would change: _____
- Why it is wrong: _____
- Counterargument: _____
- Response to counterargument: _____

C Plan and write your five-paragraph essay. Go to page 103 in the Workbook.

UNIT 9

121

Warm Up ⌚ 5 min.

- Have students pair up. Ask them to take turns describing an event using "have" and "get" in different contexts (one for each verb). For example: **ST** "I had my car washed. I got my teeth cleaned."
- After a few minutes, ask students to share one sentence they created with the class.

Writing

Writing Guide ⌚ 5 min.

- Tell students to turn to **page 121**. Focus students' attention on the table at the top of the page.
- Explain to students that a persuasive essay makes an argument. It is based around the writer's opinion but uses clear examples to explain its position. It should also address some of the counterarguments and explain why they might be wrong.
- Briefly go over the persuasive essay style using the information in the table.

Lesson Objectives

Students will be able to:

- read an example writing paragraph
- prepare for a writing activity
- write a five-paragraph essay

Materials

- Hang Out! Plus Student Book, Workbook
- A/V equipment or Classroom digital materials

A Read the essay excerpt. Underline the counterargument. ⌚ 5 min.

- Focus students' attention on the essay excerpt in part A.
- Read the essay excerpt out loud and have students listen.
- Next, tell students to reread the text by themselves and underline the counterargument.

T "Read the essay excerpt and underline the counterargument."

- Review the correct answers as a class.

B Think about which rule you would change and plan your essay. ⌚ 5 min.

- Focus students' attention on the table at the bottom of **page 121**.
- Ask students to choose a school rule they would like to change. Have them think about why the rule is problematic, along with a counterargument and a response to that counterargument. Instruct them to fill in the table.
- Give students roughly five minutes to complete the activity.
- Circulate and monitor the students, providing assistance where necessary.

C Plan and write your five-paragraph essay. Go to page 103 in the Workbook. ⌚ 15 min.

- Instruct students to open their Workbooks to **page 103**.
- Explain to the students that they will be writing a five-paragraph essay on the topic "School Rule Changes."
- First, direct the students to the essay template on **page 103**. Instruct the students to use the provided template to write their own five-paragraph essay on the topic.
- Explain to the students that they will use the information from their brainstorming table on **page 121** in their Student Book to write an essay about which rule should be changed and why.
- Allow students roughly ten to fifteen minutes to write their essays.
- (Optional) If students finish early, provide feedback and encourage them to revise their essays.

More practice

Assign **page 77** of the Workbook as homework. Alternatively, if time remains, students can start on the Workbook in class.



UNIT 9 Rules and Laws

Lesson Objectives

Students will be able to:

- recognize some target vocabulary and grammar while learning about an engaging topic
- practice using visual clues to assist in reading comprehension
- develop listening skills and answer questions about a text

Materials

- Hang Out! Plus Student Book, Workbook
- A/V equipment or Classroom digital materials

Warm Up 5 min.

- Briefly explain or review the causative verbs “make,” “have,” and “let” with examples: “She made me clean my room. I had my brother help with my homework. My parents let me stay out late.”
- Ask students to think of a situation from their own life where each verb can be used (one example for each verb). Give them about one to two minutes to come up with their examples. For example, **SS** “I let my friend borrow my book. I made my dog sit for a photo. I had my brother help me move last weekend.”
- After they’ve thought of their examples, have students share one sentence from each verb with the class.

CLIL: Social Studies

A Listen and read. 15 min.

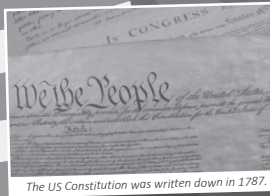
- Have students turn to **pages 122 and 123**.
- Point to the pictures and ask students: **T** “Who makes the laws of a country?”
- Tell students to read along silently as they listen. Play **audio track 089**.
- Play the audio track again. This time, tell students to try to read aloud as they listen to the story.

B Read the questions and underline the answers. 5 min.

- Focus students’ attention on part B on **page 123**. Read the questions under each paragraph as a class.
- Tell students to find the answers within the text and underline them.
- Check answers as a class. Read the first question and select a student to answer. Repeat for the second question.

CLIL: Social Studies

A Listen and read.



THE THREE BRANCHES OF GOVERNMENT

In most countries, governments are divided into different parts, or branches. These act to control each other, meaning that no one group of people has too much power. Like many countries around the world, the US government is divided into three parts: legislative, executive, and judicial. This is all written down in a set of rules called the Constitution.

The most important part of the legislative branch of government is Congress. Congress itself is made up of the Senate and the House of Representatives, or House. Ordinary people vote for senators and representatives from their local area. Once chosen, these people meet in the Senate and the House to debate and vote. We sometimes see this happening on the news. The legislative branch has the power to write new laws, approve leaders and judges, and declare war. In special situations, it can even make the president quit their job.

Q Where do senators and representatives meet?



The executive branch of government includes the president, the vice president, and the Cabinet. The president is the leader of the whole government, or head of state. They have the power to cancel, or “veto,” the laws written in Congress. The president is commander of the armed forces. They also choose the vice president and Cabinet members. It is the vice president’s job to lead the Senate and to take over if the president cannot carry on. Finally, Cabinet members oversee the different departments of government including economy, health, defense, education, and foreign policy.

Q What can the president cancel?

The judicial branch is the third part of the government. It is made up of various courts. The most powerful of these is called the Supreme Court. Judges of the Supreme Court, or “justices,” are chosen by the president but must be approved by the Senate. Once chosen, justices can stay in the job for life. The job of the judiciary is to check that the laws made and used by the government follow the Constitution. The Supreme Court can cancel laws made by the legislative branch but has less power against the president and the executive.

Q What are Supreme Court judges also known as?

Government can get complicated, and you will often hear debates between the branches of government about who should have most power on an issue. However, the system of three branches written in the Constitution means there is usually a way to get these problems solved. It also does the important job of making sure nobody becomes too powerful.

122

C Read and circle. 5 min.

- Focus students’ attention on part B on **page 123**. Read the questions and answer choices out loud.
- Tell students to try to circle the correct answers. Give students one to two minutes.
- Encourage students to use the text to help them answer the questions.
- Check answers as a class. Read the first question and select a student to give the answer. Repeat for the remaining questions.

D Listen and answer the boy’s questions. 10 min.

- Focus students’ attention on part D. Give students directions about what they will hear. Read the answer choices out loud. Tell students to circle the correct answer for the questions they hear. **T** “Let’s listen. There is a boy asking questions about the three branches of government. Listen and circle the correct answers for his questions.”
- Play **audio track 090**.
- Check answers as a class. Read the boy’s question aloud to the class. Call on students to provide the correct answer. Repeat with the second and third questions.

1. Which is a part of the legislative branch?
2. Which word is closest in meaning to “veto”?
3. Who might the Supreme Court have the most power over?

- Play the audio track again for students to check their answers.

B Q Read the questions and underline the answers.

C Read and circle.

1. What is the reading mainly about?
☐ a how the president of a country is chosen
☐ b the way that laws are made in each country
☐ c the various factors that affect an economy
☒ d how a government works and is structured
2. What is NOT true of Congress?
☐ a It can propose new laws.
☒ b It can choose new senators.
☐ c It can remove the president.
☐ d It can decide to start a war.
3. What power does the president have?
☐ a He/She can choose who is in the House of Representatives.
☐ b He/She is the leader of the Senate and the head of state.
☒ c He/She selects who is in charge of government departments.
☐ d He/She checks that the Constitution is being followed correctly.
4. What can we guess about the justices of the Supreme Court?
☐ a They have been chosen by ordinary people in elections.
☐ b Usually, they have been selected by the vice president.
☒ c Many of them have been doing their job for a long time.
☐ d Most come from the Senate, but some are from the House.

D Listen and answer the boy's questions.

1. ☐ a vice president ☐ b cabinet member ☒ c representative
2. ☐ a invent ☒ b stop ☐ c propose
3. ☐ a vice president ☐ b senator ☒ c cabinet member

E Discuss.

1. Can you name your country's president and/or any other members of the government?
2. Would you like to work for your country's government? Why or why not?

UNIT 9

123

E Discuss. 5 min.

- Focus students' attention on part E at the bottom of **page 123**. Read the question to the class. Then, discuss the student's answers to the question. Encourage them to give different answers than their classmates and ensure every student participates. If students are struggling with the question, you can give your own answer as an example.
- Repeat with remaining questions.

More practice

Assign **page 76** of the Workbook as homework. Alternatively, if time remains, students can start on the Workbook in class.

WB

Lesson Objectives

Lesson Objectives

Students will be able to:

- encounter some of the target vocabulary and grammar while working on a project
- develop writing and speaking skills by creating and presenting a presentation script and poster

Materials

- Hang Out! Plus Student Book
- Optional: paper

Warm Up ⌚ 5 min.

- Write the verbs “have” and “get” on the board and briefly review their uses with past participles. Provide examples: “I had my car repaired. I got my phone fixed.”
- Remind students of the two key ways “had” is used in causative structures: “Had” means to give someone an obligation or assignment. **T** “My teacher had us take a test every week.” “Had” means to receive a service or action from someone. **T** “I had my eyes checked.”
- Have students work in pairs. Ask them to come up with one example using “have” to give someone an obligation (e.g. *My boss had me finish the report.*) and one example to describe a service they received (e.g. *I had my car washed.*). Students should also create one example using “get”.
- Have a few pairs share their examples with the class. Encourage others to identify which type of “had” is being used (to give an obligation vs. to receive a service).

Project: Discussion

A Look and answer the questions. ⌚ 3 min.

- Focus students’ attention on the questions and pictures in part A at the top of **page 124**.
- Next, go through each of the questions and pictures and discuss them as a class.

B Prepare for a discussion about the question below.

⌚ 3 min.

- Focus students’ attention on the statement in part B.
- Read the statement to the class. Ensure students fully understand the topic and ask how the topic relates to the questions/pictures discussed in part A.

Discussion

A Look and answer the questions.

1. What laws or rules do these pictures show?
2. Do you think these laws or rules are fair? Why or why not?
3. Would you change these rules or laws? Why or why not?



B Prepare for a discussion about the question below.

Question: If you could make a law for your city or country, what law would you make?

C Research the question above to gather information for an informed opinion.

RESEARCH GUIDE	NOTES
• Research and answer the questions. - What law would you make for your city or country? - Are there already any laws or rules like this? What are they? - Why do you need this law? - Who would be affected by this law? - What would be the benefits of this law? - What would happen if someone broke this law?	

C Research the question above to gather information for an informed opinion. ⌚ 15 min.

- Direct the students’ attention to part C at the bottom of **page 124**. Explain that the students will be researching about creating a new law for their city or country.
- Give students ten to fifteen minutes to research and write their ideas using the Research Guide. Students may use their phones, laptops, textbooks, etc. to research the topic.
- Circulate around the class to observe the students as they work and help any struggling students. You may ask students what they are doing to check comprehension and their ability to use the key vocabulary.

D Discuss the topic with the class. Use the speaking tip.

Speaking Tip

In a discussion, you can help others understand your opinion by using **public speaking skills**. Some tips to improve your public speaking skills are:

- Speak clearly and pronounce words slowly.
- Use hand gestures to emphasize what you are saying.
- Make eye contact with the people you are talking to.
- Use appropriate volume. Speak loud enough that other people can hear you, but not too loud for your classroom.
- Be yourself. Use humor and emotions to relate to your audience.

E Evaluate your classmates' performances in the discussion.

Classmate's name: _____

Evaluation 1

needs improvement excellent

Answered the question 1-2-3-4-5

Included facts & research 1-2-3-4-5

Listened to others 1-2-3-4-5

Used the speaking tip 1-2-3-4-5

What was his/her best point in the discussion?

What can be improved?

Classmate's name: _____

Evaluation 2

needs improvement excellent

Answered the question 1-2-3-4-5

Included facts & research 1-2-3-4-5

Listened to others 1-2-3-4-5

Used the speaking tip 1-2-3-4-5

What was his/her best point in the discussion?

What can be improved?

UNIT 9 125

Check Up 10 min.

- To wrap up the unit, ask students to turn to **page 104** in the Workbook.
- Make sure students have a pen or pencil.
- Direct students' attention to the phrases at the top of the page. Ask students to check all of the phrases they know.
T "Look at the phrases. Check the phrases you know."
- Walk around the class to briefly gauge the phrases that students have difficulty with. If you see the same phrases unchecked by many of the students, review these phrases.
- Direct the students back to the pages that contain images of these phrases.
- 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 house rules.
2. I can say what things I'm allowed to do.
3. I can ask and answer questions about what I have to do.

Listening

4. I can understand when someone talks about their house rules.
5. I can understand when someone asks a question about what happened to me.

Reading

6. I can read and understand short passages about rules and laws.

Writing

7. I can write a five-paragraph essay about what school rule I would like to change.

D Write your own presentation script. Use the speaking tip. 20 min.

- Direct students to the speaking tip and table at the top of **page 125**.
- Read and explain the speaking tip and give examples of how to use it during a discussion.
- Start the discussion off by asking the class the topic question.
T "If you could make a law for your city or country, what law would you make?"
- Invite students to volunteer to start the discussion. If no one volunteers, select a student to begin.
- Encourage students to share opinions supported by their research.
- Facilitate interaction by prompting quieter students to contribute and guiding the conversation with follow-up questions as necessary.

E Evaluate your classmates' performances in the discussion. 4 min.

- Direct the students' attention to the evaluation charts at the bottom of **page 125**. Explain that they will be writing feedback about two of their classmate's performances during the discussion.
- Give students roughly four minutes to write their evaluations. Circulate around the room, helping any struggling students and asking questions about what the students are writing in their evaluations and why.

UNIT 10 Achieving My Goals

Lesson 1

Unit Objectives

- Personal future
- Talking about the close and far future

Lesson Objectives

Students will be able to:

- recognize and name the first set of eight key vocabulary items
- ask and answer questions about future plans

Key Vocabulary Vocabulary set 1

lead my band, work out, attend school, do experiments, rent a cabin, contact a service center, participate in a contest, perform to a crowd

Core Structure

- **Future progressive**
I will be doing experiments.

Materials

- Hang Out! Plus Student Book, Workbook
- A/V equipment or Classroom digital materials



A Look at the picture. Then, listen and watch.

B Listen and say.



lead my band



work out



attend school



do experiments



rent a cabin



contact a service center



participate in a contest



perform to a crowd

126

Warm Up 5 min.

- Have students open their Student Book to **page 126**.
- Read the title of the lesson and the learning points.
- Ask students the focus question: **T** "What do you plan to do in five years?" Call on students individually to answer. If students have difficulty coming up with ideas, share some of your future goals. Encourage different students to give different answers.

A Look at the picture. Then, listen and watch.

10 min.

- Focus students' attention on the main picture on **pages 126 and 127**.
- Talk about the main picture. Explain the situation shown in the picture. **T** "It's the start of a new school year. Li and Daniel are talking about their plans for the new year. Daniel plans to join a science club, and Li will be leading her band this year. What do you plan to do in the new school year?"
- Play **audio track 091**.
- Play the animation.

Li: I can't believe it's already time to start a new school year! What do you think you will do this year?

Daniel: So many things! To start, I am joining science club, so I know I will be doing experiments.

Li: Wow, what else will you be doing?

Daniel: I want to join the track team, so I will be working out to get ready for try outs.

Li: That sounds like fun.

Daniel: What do you think you will do this year?

Li: I talked to the band teacher, and she said I will be leading my band this year! I'm so excited!

Daniel: Congratulations! That sounds like a lot of pressure.

Li: It is. We will be performing to a crowd, and I will be right at the front.

Daniel: Good luck!

B Listen and say. 5 min.

- Focus students' attention on the vocabulary list on the bottom left-hand side of the pages.
- Tell students to listen and repeat after the audio.
T "Listen to the phrases. Look at the pictures and say the phrases."
- Play **audio track 092**. Make sure the students are following along and repeating the phrases.
- Play the audio track again and have students point at the images at the bottom of the page.



C **Look at the pictures. Then, listen and write the letters.**

D **Look at the pictures. Ask and answer.**



What will you be doing this year?

I will be participating in a contest.
I will be renting a cabin.



UNIT 10

127

More practice

Assign **pages 78 and 79** of the Workbook as homework. Alternatively, if time remains, students can start on the Workbook in class.



C **Look at the pictures. Then, listen and write the letters.** **5-10 min.**

- Play **audio track 093**. Have students listen to each phrase and write the corresponding letters in the circles on the picture.

T "Listen. Find the phrase in the picture. Write the letter."

- To review key vocabulary, you can use downloadable flashcards and vocabulary tests.

D **Look at the pictures. Ask and answer.** **10 min.**

- Tell students to look at the dialogues in part D on **page 127**.
- Put students in pairs. **T** "Sit with a partner." Have them practice the dialogues by reading the sentences in the box.
- **T** "Let's read together."
- Have students look at the main picture and continue to ask questions about the key vocabulary in the main picture.
- **T** "Look at the picture. Talk about the picture with your partner."
- Choose two or three students and have them stand and perform the dialogues for the class.

(possible answers)

1. I will be leading my band.
2. I will be working out.
3. They will be doing experiments.
4. He will be attending school.

Lesson Objectives

Students will be able to:

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

Materials

- Hang Out! Plus Student Book, Workbook

Warm Up ⌚ 5 min.

- Tell students to look at the pictures on **pages 126 and 127**. As a review, ask students what they can see. Encourage different students to provide all of the phrases from vocabulary set 1 (introduced in lesson 1).
- Next, ask students to think about their plans for the weekend. Choose a student and ask him/her:
T "What do you plan to do this weekend?" to elicit a response. **S** "I will be working out." Repeat with several other students.

Reading

A Read. ⌚ 10 min.

- Focus students' attention on the diary in the Reading section on **page 128**.
- Read the diary to the students, pausing after each sentence. Ask questions about the diary and elicit answers from the students.
- Tell students to write the answers to complete the questions at the bottom of the page. Circulate around the class to observe and assist students where necessary.
- Finally, reread the diary. Call on students to read a sentence at a time.

B Read and answer.

- Read the diary again. Call on students to read one sentence at a time.
- Tell students to write the answers to complete the questions at the bottom of the page. Circulate around the class to observe and assist students where necessary.

A Read.

Jenny's diary

Dear Diary,

I am so excited that I am finished with elementary school. Soon, I get to start at a new school with older students! I have big plans for the upcoming school year. One of my main hopes is to be a great leader in my school band. I've been practicing the flute over the summer, so I think I am ready. I will be trying out to be the leader of the band so I can help my new bandmates improve and achieve the best performances we can. I will also be participating in a music contest on my own this year. I want to showcase my musical talents on the flute and perform to a crowd. I am nervous, but I think I will be ready when the time comes. I will also be attending school regularly and studying hard. I want to do well in my classes and challenge myself with new subjects and projects. I want to make new friends and show my teachers that I am a serious student. My favorite subject is English, so I am excited to see what books we will read in class this year. Outside of school, I have plans to travel with my family during winter break. We will be renting a cabin in the mountains. I can't wait to have cozy evenings by the fireplace, surrounded by snowy landscapes. I know my family and I will make memories that last forever. I think this will be my best school year yet!

B Read and answer.

1. What instrument does Jenny play in her band?
She plays the flute.
2. What is Jenny's favorite subject?
Her favorite subject is English.
3. Where will Jenny's family travel to during winter break?
They will travel to a cabin in the mountains.
4. What is Jenny excited to do on her vacation?
Have cozy evenings by the fireplace.
5. What is one thing Jenny will NOT do during this school year?
☒ a work out ☐ b rent a cabin ☐ c lead her band

128

Speaking

A What do you plan to do during the next year? Write.

⌚ 5 min.

- Have students look at **page 129**.
- Tell students to come up with five plans to do during the next year. Have them fill in the box.
- Give students roughly three minutes to write the activities.
- Circulate around the class to observe and assist students where necessary.

A What do you plan to do during the next year? Write.

1. I will be _____.
2. I will be _____.
3. I will be _____.
4. I will be _____.
5. I will be _____.

B Interview three classmates about their goals. Then, write.



What do you plan to do during the next year?

I will be participating in a contest.



Goal	
Classmate 1	1. _____
	2. _____
Classmate 2	1. _____
	2. _____
Classmate 3	1. _____
	2. _____

UNIT 10

129

B Interview three classmates about their goals. Then, write. ⌚ 15 min.

- Focus students' attention on the model dialogue. Select two students in the class to read the lines for each of the characters. **T** "Can you read the dialogue? You be Jenny, and you be Daniel."
- Use the model dialogue to demonstrate the answer/question exchange, and how to complete the activity in part B.
- Ask students to interview three classmates and record two of their goals from part A in the table. **T** "Find three classmates and ask them to share two of their goals they wrote in part A. Fill in the table."
- Give the students seven to eight minutes to finish the activity.
- Have students sit back down and choose a student to report back on one of the classmates that he/she interviewed. Repeat with several other students.



More practice

Assign **pages 80 and 81** of the Workbook as homework. Alternatively, if time remains, students can start on the Workbook in class.

Lesson Objectives

Students will be able to:

- encounter and explore a story linked to the theme of the unit
- recognize and name the second set of eight key vocabulary items
- use stative verbs to express future plans

Key Vocabulary Vocabulary set 2

assist the elderly, concentrate on studies, celebrate my graduation, cure a disease, create an app, earn a big salary, develop content, tour the world

Expansion Structure

Stative verbs with future tense

I think I will be celebrating my graduation.

Materials

- Hang Out! Plus Student Book, Workbook
- A/V equipment or Classroom digital materials

Warm Up 5 min.

- Tell students to look back at the list of plans on **page 129**. Choose one student and ask him/her to share two of their goals. **T** "Can you share two of your plans?" **S** "I will be participating in a contest. Also, I will be performing to a crowd." Repeat with several other students.

Story

A Listen and write. Then, watch. 5 min.

- Tell students to turn to **page 130**. Focus their attention on the comic strip.
- Ask students two questions about the pictures and elicit answers.
 1. Point to the first frame. **T** "Where are they?" (cafeteria)
 2. Point to the second frame. **T** "Where is Mr. Thompson going?" (to a service center)
- Play **audio track 094**. 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 fill in the blanks.
- Play the animation.

A Listen and write. Then, watch.

Daniel I can't believe it's almost the last day of school. Time goes by so quickly!

Alex I know! It feels like our first day of school was only yesterday. Now, we're almost grown up, and soon we'll be celebrating our graduation.

Jenny What do you think you will do when you're older?
When I'm grown up, I think I will be a businesswoman earning a big salary.

Daniel I hope I will be leading a band.
We will be performing to a crowd and touring the world. I can't wait! What about you, Alex?

Alex Me? I don't know. I hope I will be creating an app or curing a disease, but I might just be doing what Mr. Thompson does all the time.

Daniel Teaching students?

Alex No. Contacting the service center for his broken laptop!



B Role-play the story.

C Read the story again. Then, answer.

1. What are Alex and his friends talking about?
☒ a what they will do when they're older
☐ b what they will wear for graduation
☐ c what their first day of school was like
2. What does Jenny think she'll be when she's older?
☐ a a farmer
☐ b the lead singer of a band
☒ c a businesswoman
3. What does Alex NOT say he wants to do when he's older?
☐ a create an app
☐ b cure a disease
☒ c assist the elderly
4. Which of Mr. Thompson's items is always broken?
☒ a his laptop
☐ b his phone
☐ c his earphones

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.

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 circle one.
- Review answers as a class.

A Listen and say.



assist the elderly



concentrate on studies



celebrate my graduation



cure a disease



create an app



earn a big salary



develop content



tour the world

B Listen and write the letters.

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

What do you think you will be doing in five years?

I think I will be concentrating on my studies.

What do you hope you will be doing in ten years?

I hope I will be curing a disease.



five years



ten years



five years



fifteen years



twenty years



ten years

UNIT 10

131

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

- Focus the students' attention on the model dialogue in part C. Play **audio track 097**.
- Split the class into two groups, A and B. Instruct group A to repeat the question aloud after you. Then, have group B repeat the answer after you. Have groups swap roles and ask/answer again.

Daniel: What do you think you will be doing in five years?

Nadir: I think I will be concentrating on my studies.

Daniel: What do you think you will be doing in ten years?

Nadir: I hope I will be curing a disease.

- Tell students to look at the six pictures. Put students in pairs and assign one student to be Student A and the other to be Student B. Tell Student A to make a question based on picture one. Student B responds.
- Then, have students swap roles and run through the exercise again for each of the images.

Answers

- What do you think/hope you will be doing in five years?
→ I think/hope I will be developing content.
- What do you think/hope you will be doing in ten years?
→ I think/hope I will be touring the world.
- What do you think/hope you will be doing in five years?
→ I think/hope I will be celebrating my graduation.
- What do you think/hope you will be doing in fifteen years?
→ I think/hope I will be creating an app.
- What do you think/hope you will be doing in twenty years?
→ I think/hope I will be assisting the elderly.
- What do you think/hope you will be doing in ten years?
→ I think/hope I will be earning a big salary.

More practice

Assign **pages 82 and 83 (speaking section)** of the Workbook as homework. Alternatively, if time remains, students can start on the Workbook in class

Expand

A Listen and say. 5 min.

- Have students look at the key vocabulary on **page 131**.
- Tell students to listen and repeat after the audio.
- Play **audio track 095**. Make sure the students are following along and repeating the words and/or phrases.

B 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 letters they hear next to each picture.
- Play **audio track 096**. 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 E?"

Lesson Objectives

Students will be able to:

- review and practice both grammar structures for the unit using previously encountered key vocabulary

Materials

- Hang Out! Plus Student Book, Workbook
- A/V equipment or Classroom digital materials

Warm Up 5 min.

- Ask students to recall the two grammar structures from the unit.
- Write the first grammar structure on the board. Explain how to construct sentences with this grammar structure. Ask students to plug other words into the structure to form new sentences.
- Write the second grammar structure on the board. Explain how to construct sentences with this grammar structure. Ask students to plug other words into the structure to form new sentences.
- (Optional) With a strong class, you can have students come to the front and write sentences using both grammar structures.

Grammar

Grammar structure 1 10 min.

- Tell students to turn to **page 132**. Focus students' attention on the table: Future Progressive.
- Explain that the Future Progressive is used to describe actions that will be happening at a specific time in the future.
- Show the structure: [Subject] + will + be + [verb (-ing)].
T "I will be doing experiments. They will be working on a project."
- Explain that this tense emphasizes an ongoing action in the future, often to provide context or describe what someone will be in the middle of doing.
- Mention that the Future Progressive is often used with time expressions such as *this time tomorrow*, *next week*, *in five years*.

A Unscramble the sentences. 10 min.

- Give students roughly five minutes to complete the grammar activity. Circulate around the class to check students' work and comprehension.
- Go over the answers together as a class.

Future Progressive

I will be doing experiments.

A Unscramble the sentences.

- will / content / I / be / developing
I will be developing content.
- my / I / will / band / leading / be
I will be leading my band.
- out / will / working / I / be
I will be working out.
- school / be / attending / will / I
I will be attending school.
- contacting / will / service / be / I / center / a
I will be contacting a service center.

Stative Verbs with Future Progressive

I think I will be celebrating my graduation.



Words you can use to show your thoughts and opinions: *think, believe, guess, hope*

B Write sentences using the given words.

- think, assist the elderly
I think I will be assisting the elderly.
- hope, earn a big salary
I hope I will be earning a big salary.
- guess, participate in a contest
I guess I will be participating in a contest.
- believe, tour the world
I believe I will be touring the world.
- think, rent a cabin
I think I will be renting a cabin.
- believe, create an app
I believe I will be creating an app.

132

Grammar structure 2 10 min.

- Focus students' attention on the table: Stative Verbs with Future Progressive.
- Explain that stative verbs like *think, believe, guess, and hope* can be used to express thoughts or opinions about what will be happening in the future.
- Show the structure: [Subject] + think/believe/guess/hope + (that) + [subject] + will + be + [verb (-ing)].
T "I think I will be celebrating my graduation. She hopes she will be traveling abroad." Point out that "that" is optional in this structure.
- Explain that "will be" stays the same for all subjects. Emphasize that the verb "be" is always in its *-ing* form in the future progressive. However, when using stative verbs like *think, believe, hope, guess* in the simple present, the subject and these verbs must agree. This means adding *-s* or *-es* when the subject is singular.

B Write sentences using the given words. 10 min.

- Give students roughly five minutes to complete the grammar activity. Circulate around the class to check students' work and comprehension.
- Go over the answers together as a class.

More practice

Assign **page 83 (grammar section)** of the Workbook as homework. Alternatively, if time remains, students can start on the Workbook in class.

WB

Writing Guide

A **process essay** describes how something happens. It sets out a series of steps or stages that take the reader from the very beginning to the very end of the process.

Process Essay Language

When writing a process essay, it is important to give your reader a step-by-step guide that they can easily follow. This means you need to use signpost or signal words to mark the start of each step:

First, mix the butter and the sugar.

Second, make sure you mix the flour and the eggs well.

Third, put the two mixtures into one bowl and mix.

Fourth, heat the oven and put the cake mix in.

If you keep using ordinal numbers, your essay will sound strange ("Ninth..."). So, you can also use:

Next, mix some icing sugar and butter.

After this, check that the cake is cooked all the way through.

Then, take it out of the oven and let it cool down.

Finally/Last, don't forget to ice the cake and add some candles.

A Read the essay excerpt. Write down the main ideas as bullet points.

First, I will train on my own every day by running. On average, a soccer player runs more than 11 kilometers during a game, so if I am not fit, I have no chance of succeeding. Second, I will practice three times a week with my team. During practice, we will work on passing, dribbling, shooting, and tackling. As a midfielder, I will need to be good at all of these. Third, I will play games and help my team win. I have heard players say that "winning is a habit," and it is one I need to develop.

Full essay on page 149

- I will train every day by running.
- I will practice three times a week with my team.
- I will play games and help my team win.

B Think about your goals and plan your essay.

Topic: Achieving Goals

1. Your main goal: _____
2. First step to achieving it: _____
3. Second step to achieving it: _____
4. Who can help you achieve your goal? How you will reward yourself? _____

C Plan and write your five-paragraph essay. Go to page 105 in the Workbook.

UNIT 10

133

Warm Up 5 min.

- Start by asking a few questions to the class to get them thinking about the future. For example: **T** "What do you think you will be doing next weekend? What do you hope you will be doing in five years?" Model the language for the class, and say something like: **T** "I think I will be traveling to new cities next month. I hope I will be living in a different country in five years."
- Ask the students to work in pairs and take turns asking each other about their future plans using these two structures. **ST** "What do you think you will be doing next summer?" **S2** "What do you hope you will be doing in ten years?"
- After a few minutes, ask a few students to share what their partner said about their future with the class, making sure they use the correct forms.

Writing

Writing Guide 5 min.

- Tell students to turn to **page 133**. Focus students' attention on the table at the top of the page.
- Explain to students that a process essay describes how something happens. It sets out a series of steps or stages which take the reader from the very beginning to the very end of the process.
- Briefly go over the process essay language using the information in the table.

Lesson Objectives

Students will be able to:

- read an example writing paragraph
- prepare for a writing activity
- write a five-paragraph essay

Materials

- Hang Out! Plus Student Book, Workbook
- A/V equipment or Classroom digital materials

A Read the essay excerpt. Write down the main ideas down as bullet points. 5 min.

- Focus students' attention on the essay excerpt in part A.
- Read the essay excerpt out loud and have students listen.
- Next, tell students to reread the text by themselves and write the main ideas as bullet points.
T "Read the essay excerpt. Write the main ideas down as bullet points."
- Review the correct answers as a class.

B Think about your goals and plan your essay.

5 min.

- Focus students' attention on the table at the bottom of **page 133**.
- Ask students to think about their goals. Have them brainstorm the steps they will take to achieve their goals and fill in the table with details.
- Give students roughly five minutes to complete the activity.
- Circulate and monitor the students, providing assistance where necessary.

C Plan and write your five-paragraph essay. Go to page 105 in the Workbook. 20 min.

- Instruct students to open their Workbooks to **page 105**.
- Explain to the students that they will be writing a five-paragraph essay on the topic "Achieving Goals."
- First, direct the students to the essay template on **page 105**. Instruct the students to use the provided template to write their own five-paragraph essay on the topic.
- Explain to the students that they will use the information from their brainstorming table on **page 133** in their Student Book to write an essay about the steps they will take to achieve their goals.
- Allow students roughly ten to fifteen minutes to write their essays.
- (Optional) If students finish early, provide feedback and encourage them to revise their essays.

More practice

Assign **page 85** of the Workbook as homework. Alternatively, if time remains, students can start on the Workbook in class.

WB

Lesson Objectives

Students will be able to:

- recognize some target vocabulary and grammar while learning about an engaging topic
- practice using visual clues to assist in reading comprehension
- develop listening skills and answer questions about a text

Materials

- Hang Out! Plus Student Book, Workbook
- A/V equipment or Classroom digital materials

Warm Up ⌚ 5 min.

- Ask the class: **T** "What will you be doing tomorrow at this time?"
- Go around the room, allowing each student to answer with a complete sentence using the future progressive.
SI "I will be eating dinner."
- Have students pair up. Each student asks their partner about their future plans using "What will you be doing?" For example, **SI** "What will you be doing next weekend?"
- After the pair work, ask a few pairs to share what they learned about each other's plans. Encourage them to use full sentences.

CLIL: Social Studies

A ⌚ 15 min. Listen and read.

- Have students turn to **pages 134 and 135**.
- Point to the pictures and ask students:
T "What dreams or ambitions do these students have?"
- Tell students to read along silently as they listen. Play **audio track 098**.
- Play the audio track again. This time, tell students to try to read aloud as they listen to the story.

B Read the questions and underline the answers ⌚ 5 min.

- Focus students' attention on part B on **page 135**. Read the questions under each paragraph as a class.
- Tell students to find the answers within the text and underline them.
- Check answers as a class. Read the first question and select a student to answer. Repeat for the second question.

CLIL: Social Studies

A ⌚ 098 Listen and read.

OUR CHANGING AMBITIONS



Today, young people's ambitions are changing. In the 20th century, being a pilot or even an astronaut were common goals. In the 21st, however, being a streamer or influencer are more popular ambitions. Why has this changed, and what do these roles involve?



Children's dream jobs change with the times they live in. In the 1950s, as air travel developed, pilot became a popular option. Later, in the 1960s, with space travel, astronaut was the most popular choice. Then, in the 1980s, computer programmer became a possibility. Streamer or vlogger first appeared in surveys of children around 2015. The first streamers were probably gamers and had small audiences. Viewers grew as streamers covered more topics. By showing advertisements on their channels, it became possible to earn money, and some streamers became famous "influencers." The job then began to appear on lists of children's dream jobs.

Q Which job was popular in the 1950s?

Today in the UK and the USA, becoming a streamer is the most popular goal among children aged 8-12. In fact, children are 3 times more likely to want to be a streamer (30%) than an astronaut (11%). This ambition might be achievable because streamers can earn money without being world famous. Many create content focusing on a hobby or teach their viewers new skills. Almost everything can be their original content—they can post videos about how to bake a cake, how to dance, or even how to mow the lawn! If you have 2.4 million subscribers, you may earn \$50,000 a year, an average wage in the USA.

Q What might a streamer teach their viewers?



There are advantages and disadvantages to being an online celebrity. The most successful influencers could make as much as \$15 million for a few positive posts about a product. However, these are usually famous sports players or TV stars. Aside from the money, many young people say the attraction of being an influencer is "being paid to be yourself." On the other hand, it can be hard when your life becomes public, and online comments can be cruel. What seems a glamorous job can mean acting happy every day, even when you don't feel it. Experts say this kind of stress is bad for your mental health.

Q Who are some of the most successful influencers?

A few successful streamers have the chance to become rich and famous influencers. Meanwhile, many more streamers can get involved with issues they care about. However, there are also drawbacks to living your life online. Think carefully and look around before you decide which job you want to do.



134

C Read and circle. ⌚ 5 min.

- Focus students' attention on part B on **page 135**. Read the questions and answer choices out loud.
- Tell students to try to circle the correct answers. Give students one to two minutes.
- Encourage students to use the text to help them answer the questions.
- Check answers as a class. Read the first question and select a student to give the answer. Repeat for the remaining questions.

D ⌚ 099 Listen and answer the girl's questions. ⌚ 10 min.

- Focus students' attention on part D. Give students directions about what they will hear. Read the answer choices out loud. Tell students to circle the correct answer for the questions they hear. **T** "Let's listen. There is a girl asking questions about student ambitions. Listen and circle the correct answers for her questions."
- Play **audio track 099**.
- Check answers as a class. Read the girl's question aloud to the class. Call on students to provide the correct answer. Repeat with the second and third questions.

- How many young Americans would like to be a streamer?
- How many subscribers would be needed to earn \$50,000 a year?
- What can make being a streamer hard?

- Play the audio track again for students to check their answers.

C Read and circle.

- What is the reading mainly about?
 - the future of employment and AI
 - how working has changed over the years
 - the most common jobs for young people
 - jobs that are popular with young people
- According to the passage, how does a streamer earn money?
 - by recommending products to other influencers
 - by showing off their sports or acting skills
 - by collecting money from gamers
 - by showing advertisements for certain products
- Which of the following is NOT true?
 - Streamers can earn money by focusing on their hobbies.
 - Many children want to be a streamer than an astronaut.
 - A special skill is required to become a streamer.
 - Streamers can attract over 2 million subscribers with their original content.
- What can you infer about influencers?
 - They aren't always as happy as they seem.
 - They are more popular than they claim to be.
 - They only earn money at certain times of year.
 - They have to earn qualifications before doing the job.

D Listen and answer the girl's questions.

- 30% 11% 50%
- 2.4 million 15 million 65,000
- money the boss comments

E Discuss.

- Would you like to be an influencer or a streamer? Why or why not?
- If you became a streamer, what would your channel be about?

E Discuss. 5 min.

- Focus students' attention on part E at the bottom of **page 135**. Read the question to the class. Then, discuss the student's answers to the question. Encourage them to give different answers than their classmates and ensure every student participates. If students are struggling with the question, you can give your own answer as an example.
- Repeat with remaining questions.



More practice

Assign **page 84** of the Workbook as homework. Alternatively, if time remains, students can start on the Workbook in class.

Lesson Objectives

Students will be able to:

- encounter some of the target vocabulary and grammar while working on a project
- develop writing and speaking skills by researching a topic and participating in a class discussion

Materials

- Hang Out! Plus Student Book
- Optional: paper

Warm Up ⌚ 5 min.

- Ask the class: **T** "What do you think you will be doing in five years?" Students can take turns answering with sentences like: **S1** "I think I will be studying at university." **S2** "I believe I will be working in a hospital."
- Have students pair up and ask each other about their hopes and predictions for the future. They can use stative verbs such as *think*, *believe*, *hope*, and *guess* to form their questions and answers. Example questions: **S1** "What do you hope you will be doing in ten years?" **S2** "What do you think you will be doing next year?"
- After the pair work, ask some pairs to share their predictions or hopes with the class. **S1** "He thinks he will be traveling around the world." **S2** "She hopes she will be working in education."

Project: Debate

A Look and answer the questions. ⌚ 3 min.

- Focus students' attention on the questions and pictures in part A at the top of **page 136**.
- Next, go through each of the questions and pictures and discuss them as a class.

B Prepare for a debate about the statement below.

⌚ 3 min.

- Focus students' attention on the statement in part B.
- Read the statement to the class. Ensure students fully understand the topic and ask how the topic relates to the questions/pictures discussed in part A.

Debate

A Look and answer the questions.

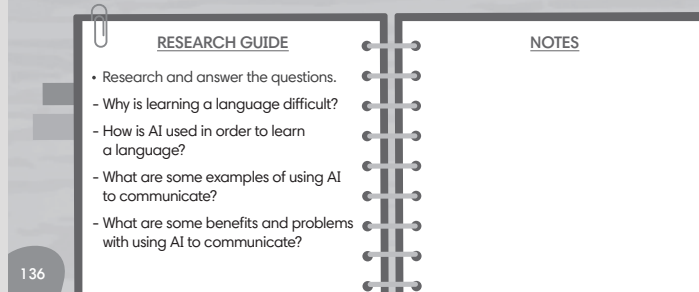
1. How do you think people are using language to communicate in these pictures?
2. What might make it difficult for the people in these pictures to talk or communicate with each other?
3. How could AI be used to help people in these pictures communicate?



B Prepare for a debate about the statement below.

Statement: AI will replace the need for learning languages.

C Research the pros and cons of using AI to communicate instead of learning new languages.



C Research the pros and cons of using AI to communicate instead of learning new languages.

⌚ 15 min.

- Direct the students' attention to part C at the bottom of **page 136**. Explain that the students will be researching both the pros and cons of using AI to communicate instead of learning new languages.
- Give students ten to fifteen minutes to research and write their ideas using the Research Guide. Students may use their phones, laptops, textbooks, etc. to research the topic.
- Circulate around the class to observe the students as they work and help any struggling students. You may ask students what they are doing to check comprehension and their ability to use the key vocabulary.

D Debate as a class. Use the speaking tip. ⌚ 20 min.

- Direct students to the speaking tip and table at the top of **page 137**.
- Read and explain the speaking tip and give examples of how to use it for their presentations.
- Then, divide the class into two even teams. One team will debate the pro side of the topic and one team will debate the con side of the topic. You can have the teams flip a coin to decide which team will debate which side or the teacher can decide for them.
- Each team should develop two to three (depending on class size) arguments. The debate should follow a similar format to the following:

D Debate as a class. Use the speaking tip.

Speaking Tip

One important debate strategy is using **rhetorical devices** to explain your opinion. Rhetorical devices are ways to help your listener understand your point better. Some common rhetorical devices are:

Rhetorical Device	Example
Repetition: repeating a word or phrase.	AI will never replace interpreters. AI will never replace learning languages. AI will never replace humans.
Analogy: comparing one thing to another	Saying that AI will make language learning unnecessary is like saying that cars make walking unnecessary.
Hyperbole: exaggerating to make a point	Instead of spending hundreds of hours each night practicing a new language, you could just use AI.

E Evaluate the debate.

Team 1 Evaluation

Had a clear stance needs improvement ①-②-③-④-⑤ excellent

Included facts & research ①-②-③-④-⑤

Pace/Fluency ①-②-③-④-⑤

Gave counterarguments ①-②-③-④-⑤

Used the speaking tip ☐ Yes ☐ No

What did you learn from this team?

What were some of the best arguments made?

Team 2 Evaluation

Had a clear stance needs improvement ①-②-③-④-⑤ excellent

Included facts & research ①-②-③-④-⑤

Pace/Fluency ①-②-③-④-⑤

Gave counterarguments ①-②-③-④-⑤

Used the speaking tip ☐ Yes ☐ No

What did you learn from this team?

What were some of the best arguments made?

E Evaluate the debate. 4 min.

- Direct the students' attention to the evaluation charts at the bottom of **page 137**. Explain that they will be writing feedback about their team's and the opposing team's performance during the debate.
- Give students roughly four minutes to write their evaluations. Circulate around the room, helping any struggling students and asking questions about what the students are writing in their evaluations and why.

Check Up 10 min.

- To wrap up the unit, ask students to turn to **page 106** in the Workbook.
- Make sure students have a pen or pencil.
- Direct students' attention to the phrases at the top of the page. Ask students to check all of the phrases they know.
T "Look at the phrases. Check the phrases you know."
- Walk around the class to briefly gauge the phrases that students have difficulty with. If you see the same phrases unchecked by many of the students, review these phrases.
- Direct the students back to the pages that contain images of these phrases.
- 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 goals.
2. I can say what I will do in the near and far future.
3. I can ask and answer questions about what people said they will do.

Listening

4. I can understand when someone talks about what they think they will do in the future.

Reading

5. I can read and understand short passages about people's goals and ambitions.

Writing

6. I can write a five-paragraph essay about achieving goals.

Team 1	Team 2
Introduction	
Argument 1	
	Introduction
	Argument 1
Rebuttals for Team 2's Argument 1	
	Rebuttals for Team 1's Argument 1
Argument 2	
	Argument 2
Rebuttals for Team 2's Argument 2	
Conclusion	
	Rebuttals for Team 1's Argument 2
	Conclusion

- If possible, each person on the team should be responsible for their own part of the debate. Depending on class size, some students may need to cover multiple parts. These parts can be chosen amongst the team or chosen by the teacher.
- Be sure to remind students to take notes during the opposing team's arguments so they have adequate information to rebuttal.

Review Units 9-10

Materials

- Hang Out! Plus Student Book
- A/V equipment or Classroom digital materials

A Write the words. ⌚ 15 min.

- Tell students to open their Student Book to **page 138**.
- Point to each of the pictures on the page. Say the word and have students repeat.
- Point to picture 1 across (lead my band) and ask students what it is. Write the phrase "lead my band" on the board and have students fill in the boxes in the puzzle. Then, have a student read the definition aloud.
- Tell students to look at the rest of the pictures, write the words/phrases in the puzzle, and read the definitions.
- Encourage students to look back over units 9-10 to help with finding the answers.
- If students are having a difficult time with the words, or to help weaker groups, you can write the list of words on the board.

B Listen and check. 🎧 100 ⌚ 10 min.

- Focus students' attention on part B on **page 139**.
- Tell students they will listen to a dialogue between a girl and a boy.
- Play **audio track 100**. The first time, students should just listen.

Girl: Will you help me with my project about rules and laws?

Boy: Sure! What's the project about?

Girl: I have to explain the importance of rules in our lives.

Boy: That sounds interesting! I think rules are really important.

Girl: Exactly! Do your parents have any special rules at your house?

Boy: Yes, we have lots of them. For example, my dad always makes me mow the lawn.

Girl: Oh really? My house has a lot of rules, too. I don't have to mow the lawn, but my mom has me do my own laundry and look after my siblings.

Boy: That sounds hard. Do your parents let you have an allowance if you follow the rules?

Girl: Yes! They let me have \$20 a week if I follow the rules. What about you?

Boy: I get \$20 a week too. But I got my phone repaired last week so I had to spend it all.

Girl: It's good to get rewarded for following the rules. I think if we follow the rules and attend school, we will do well in the future too!

Boy: I think so, too! I will follow the rules and concentrate on my studies so I can earn a big salary one day instead of getting an allowance!

Girl: I think that's a great goal! Let's keep doing our best!

- Next, read the four questions on **page 139**. Then, point to the two answer choices for each question (a and b) and ask students to say what they can see.
- Play **audio track 100** again. This time, students should check the correct answer choice.

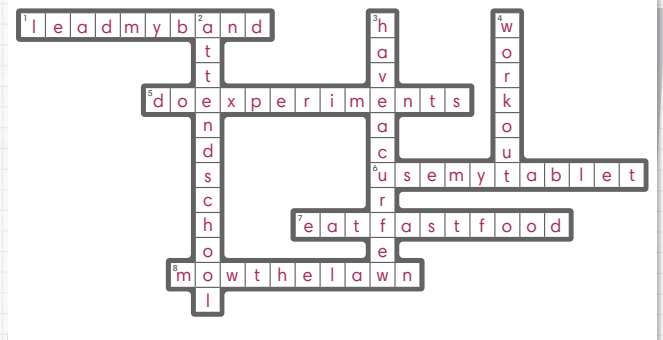
Review UNITS 9-10



A Write the words.

Across →

1. to be at the front helping a group make music
5. to do tests to learn something
6. to use a small, flat computer
7. to have a quick meal from a restaurant
8. to cut the grass in your yard



Down ↓

2. to go to a place to learn
3. to have a set time to be home
4. to exercise



138

- If students struggle to keep up, pause the track after each answer is mentioned.
- Review answers as a class. Read the questions and call on different students to provide the answers.
- (Optional) Play **audio track 100** one more time to give students a chance to listen for any answers they may have missed.

C Underline and correct the mistakes. ⌚ 10 min.

- Focus students' attention on part C on **page 139**.
- Explain that students will identify and correct mistakes in the sentences.
- Remind the students of the following grammar structures: 1. Causative verbs (*make, have, let*), 2. Causative verbs *have* and *get* with past participles, 3. Future Progressive, and 4. Stative verbs with future progressives.
- Give students four to five minutes to complete the activity. Circulate the room to monitor progress and provide assistance as needed. Go over answers as a class. Choose students and ask them to read out the correct sentences.

B Listen and check.

1. What is a rule the girl has to follow at her house?
2. What do the girl and boy get for following the rules?
3. Why does the boy have no money?
4. What is the boy's future goal?



C Underline and correct the mistakes.

1. I will be create an app. creating
2. I got my eyes checking on Friday. checked
3. My parents have me prepared my own breakfast every morning. prepare
4. In ten years, I hope I will am touring the world. be

D Unscramble the sentences.

1. cracked / had / her / phone / repaired / mom / after / my / screen / she / the
My mom had her phone repaired after she cracked the screen.
2. in / I / believe / I / a famous / will / be / earning / a big / twenty / salary / years. / at / company
In twenty years, I believe I will be earning a big salary at a famous company.
3. siblings / parents / have / look / after / every day / after / my / my / me / school
My parents have me look after my siblings every day after school.
4. hope / my / I / will / a disease / at / cure / dream / I / job
I hope I will cure a disease at my dream job.

REVIEW UNITS 9-10

139

D Unscramble the sentences. 10 min.

- Focus students' attention on part D on **page 139**.
- Tell students that they will be rearranging scrambled words to make correct sentences. Emphasize that the sentence should make sense and follow standard word order (e.g. *subject-verb-object*). Demonstrate by unscrambling the first sentence for the class: **T** "My mom had her phone repaired after she cracked the screen. Remember to use a capital letter at the beginning and a punctuation mark at the end."
- Instruct students to work individually to unscramble the remaining sentences. Encourage them to read aloud as they arrange the words to check if the sentences make sense.
- Give students four to five minutes to complete the activity. Circulate the room to monitor progress and provide assistance as needed. Go over answers as a class. Choose students and ask them to read out the correct sentences.



Answer Key

Welcome

- Unit 1** Give It a Try!

3. go to a concert
4. learn a language
5. paint a mural
6. join a club
7. support a team
8. play an instrument

- ## Listening

- ## Writing

- ## Vocabulary

- Down:** 1. record
3. playlist
6. edit
8. act



Speaking

- A. 1. No, I'm not going.
2. Yes, he is. He plays the piano.
3. Yes, I do.
4. Yes, I will.

Grammar

- A. 1. Won't you create a playlist?
2. Isn't Mary trying a new recipe tonight?
3. Don't your brothers record a podcast?
4. Shouldn't the students take a first aid course?
- B. 1. don't you
2. won't she
3. can't you
4. aren't we
5. won't we

CLIL

- B. 1. c 2. a 3. b
- C. 1. F 2. T 3. F

Reading & Writing

- A. 1. join
2. language
3. instrument
4. course
5. video
6. podcast
7. code
8. website
9. photography

B. b

- C. 1. T 2. T 3. F

Unit 2 An Accident-filled Day

- A. 1. lose
2. drop
3. knock
4. spill
5. break
6. find
7. trip
8. smash
- B. 1. P 2. PP 3. PP 4. PP
5. P 6. PP 7. P 8. P
- C. 1. c 2. a 3. d 4. b

- D. 1. have
2. knocked over
3. tripped
4. broke
5. have
6. found
7. smashed
8. dropped

Listening

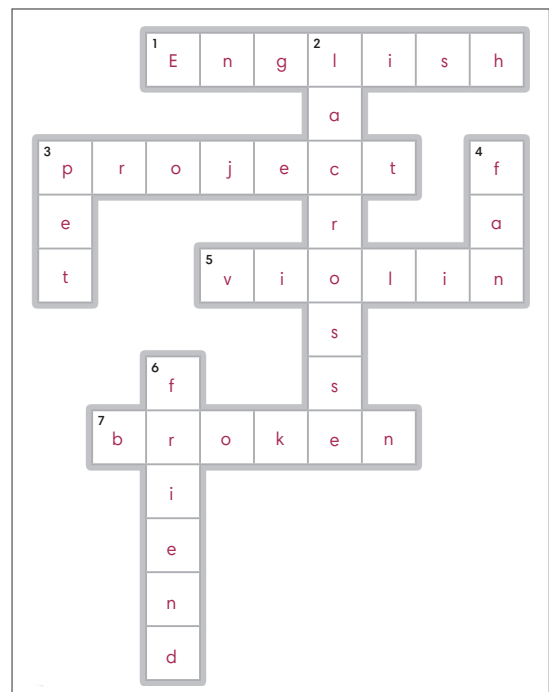
- A. 1. b 2. a 3. a 4. a 5. b
- B. 1. a 2. b 3. b 4. a

Writing

- A. 1. I lost my wallet.
2. He has just knocked over a vase.
3. She dropped her ice cream.
4. They have just tripped.
- B. 1. has just spilled
2. smashed / broke
3. has just broken
4. has just lost

Vocabulary

- A. Across: 1. English
3. project
5. violin
7. broken
- Down: 2. lacrosse
3. pet
4. fan
6. friend



Speaking

- A. 1. for
2. since
3. have
4. How long

Grammar

- A. 1. have just spilled / spilled
2. tripped
3. dropped
4. broke
- B. 1. I have played lacrosse since
2. I have known my best friend for
3. Simon has worked on the project for
4. My sister has played the violin for

CLIL

- B. 1. animal sanctuary
2. goats
3. schools
- C. 1. T 2. T 3. F

Reading & Writing

- A. 1. fan
2. since
3. for
4. tripped
5. broke
6. dropped
7. break
8. friend
9. known
- B. c
- C. 1. The writer, two months
2. violin
3. Fiona, cello

Unit 3 Great Ideas from the Past

- A. 1. seat belt
2. cement
3. light bulb
4. elevator
5. telephone
6. thermometer
7. microscope
8. compass
- B. 1. compass
2. elevator
3. microscope
4. thermometer
5. seat belt

6. Cement
7. telephone
8. light bulb

- C. 1. True 2. False 3. True 4. False

- D. 1. telephone
2. invented
3. invention
4. was
5. by
6. in

Listening

- A. 1. False 2. False 3. False
4. True 5. True 6. False
- B. 1. c 2. a 3. b

Writing

- A. 1. Wright
2. invented
3. was
4. Adam Osborne

Vocabulary

A.

Q: Who ate the family dinner?

A: It was eaten by Max the turtle.

Speaking

- A. 1. It was discovered in 1930.
2. When was the Empire State Building built?
3. It was built in 1937.
4. It was discovered in 1772.

Grammar

- A. 1. DNA was discovered in 1869 by Friedrich Miescher.
2. The windscreen wiper was invented in 1903 by Mary Anderson.
3. The magnifying glass was invented in 1268 by Roger Bacon.
4. The steam engine was invented in 1775 by James Watt.
5. Nuclear energy was discovered in the 1930s by Enrico Fermi.
- B. 1. discovered
2. was, invented
3. When was the magnifying glass invented?
4. When was the steam engine invented?
5. When was nuclear energy discovered?

CLIL

- B. 1. c 2. a 3. b
- C. 1. F 2. T 3. T

Reading & Writing

- A. 1. Eiffel Tower
2. Taj Mahal
3. built
4. telephone
5. compass
6. light bulb
7. invented
8. oxygen
9. discovered
- B. b
- C. 1. F 2. T 3. T

Unit 4 You Should Have...

- A. 1. copy
2. say
3. ask
4. be
5. train
6. gossip
7. Tell
8. cheat
- B. 1. cheated
2. asked
3. been
4. copied
5. told
6. trained
7. told
8. gossiped
- C. 1. d 2. c 3. b 4. a

- D. 1. been
2. have
3. told
4. gossiped
5. should've
6. cheated
7. have
8. trained

Listening

- A. 1. a 2. b 3. a 4. b 5. b
- B. 1. d 2. a 3. c 4. b

Writing

- A. 1. Robert should have told the truth about the chocolate.
2. Rebecca should not have gossiped about her classmates.
3. Gina should have been more respectful to her teacher.
4. Hamza should have trained more this year.
- B. 1. have copied
2. shouldn't have cheated on
3. should have asked for permission
4. should have said sorry to
5. Ben should have been respectful to Tim.

Vocabulary

- A. 1. h, fail
2. c, punished
3. d, grades
4. b, guilty
5. a, award
6. f, grounded
7. e, detention
8. g, fight
- B. 1. award
2. grounded
3. punished
4. detention
5. failed
6. fight
7. grades
8. guilty

Speaking

- A. 1. been
2. hadn't
3. wouldn't

Grammar

- A. 1. should have told the truth
2. She should not have cheated on the test.
3. You should have said sorry.
4. They should have trained more.

- B. 1. If I hadn't copied someone's homework, I wouldn't have gotten detention.
 2. If I had asked for permission, I wouldn't have gotten punished.
 3. If I had trained more, I would have won an award.
 4. If I hadn't told the truth, I would have felt guilty.

CLIL

- B. 1. b 2. c 3. a
 C. 1. F 2. F 3. T

Reading & Writing

- A. 1. respectful
 2. gossip
 3. fight
 4. detention
 5. guilty
 6. said
 7. copied
 8. grades
 9. award
 B. b
 C. 1. the writer
 2. study hard
 3. Mrs. Tanaka

Unit 5 Being a Tourist

- A. 1. wander
 2. culture
 3. sights
 4. observe
 5. backpacking
 6. socialize
 7. explore
 8. observe

- B. 1. sample
 2. observe
 3. wander
 4. sights
 5. backpacking
 6. culture
 7. socialize
 8. places

- C. 1. b 2. a 3. d 4. c

- D. 1. explore
 2. plans to wander
 3. observe
 4. locals
 5. decided
 6. expect
 7. hoped
 8. experience

Listening

- A. 1. False 2. True 3. False
 4. True 5. True 6. False
 B. 1. b, socialize with the locals
 2. a, take in the sights
 3. d, sample the food
 4. c, observe the wildlife

Writing

- A. 1. explore new places
 2. take in the sights
 3. Te Puia
 4. hot springs
 5. Maori

Vocabulary

A.

1. overcrowd
 2. pach
 3. ruin
 4. tourist destinations
 5. nature
 6. destroy
 7. waste
 8. natural resources
 9. ignore
 10. warnings
 11. disrespect
 12. local custom
 13. endanger
 14. animals

A: Everyone likes a good tourist.

Speaking

- A. 1. b 2. a 3. b 4. a

Grammar

- A. 1. I want to explore the old town.
 2. I hope to experience the local culture at a carnival.
 3. Fred expected to learn about history at the museum.
 4. We decided to go to a famous cafe in the city.
 B. 1. Destroying nature is an issue in the mountains.
 2. Overcrowding is a problem at the beach.
 3. Wasting water is a concern at the hotel.
 4. Disrespecting local customs is an issue at the palace.

CLIL

B. 1. c 2. a 3. b

C. 1. F 2. T 3. F

Reading & Writing

- A. 1. destination 2. explored
3. observed 4. endanger
5. ignore 6. overcrowding
7. resources 8. culture
9. ruin

B. c

- C. 1. in British Columbia
2. feed
3. lived on

Unit 6 You Must Be...

- A. 1. overwhelmed
2. disappointed
3. painful
4. impressed
5. confusing
6. exhausted
7. offensive
8. jealous

- B. 1. exhausted
2. impressed
3. jealous
4. overwhelmed
5. disappointed
6. painful
7. offensive
8. confusing

- C. 1. d, impressed
2. c, exhausted
3. b, disappointed
4. a, jealous

- D. 1. offensive
2. confusing
3. jealous
4. overwhelmed
5. painful
6. impressed

Listening

A. 1. b 2. a 3. b 4. a 5. a

- B. 1. overwhelmed
2. disappointed
3. impressed
4. jealous

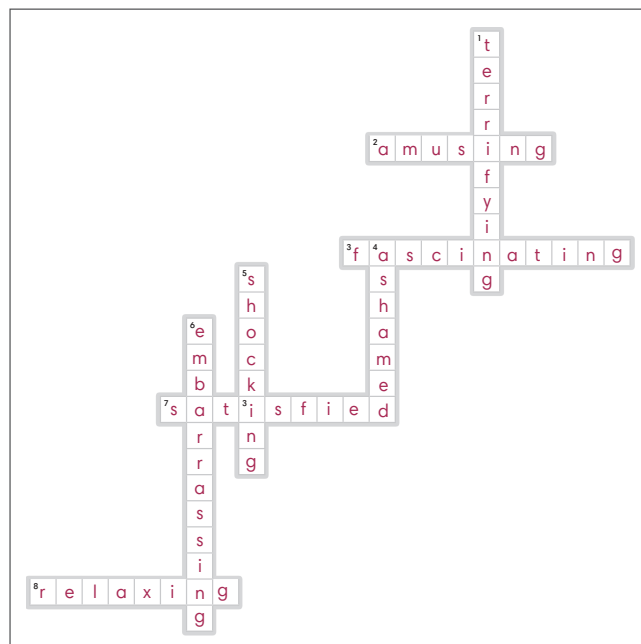
Writing

- A. 1. My uncle has just cycled across the whole country. I'm impressed. He must be proud of himself.
2. You must be happy with your exam results. I am. I really thought I'd failed math.
3. My mom has a new job, a professor at the university. That's great. Your mom must be very clever.
4. Our school ice hockey team just won the national championships. They must be so delighted.
5. It must be exciting to visit India. Would you like to go? Yes, I would, but the hot weather must be tiring.

Vocabulary

- A. Across: 2. amusing
3. fascinating
7. satisfied
8. relaxing

- Down: 1. terrifying
4. ashamed
5. shocking
6. embarrassing



Speaking

- A. 1. terrifying
2. fascinating
3. satisfied
4. relaxing

Grammar

- A. 1. confused
2. terrifying
3. disappointing
4. be painful
5. overwhelming

- B. 1. He must have been hungry.
2. I must have been exhausted.
3. She must have been embarrassed.
4. He must have been angry.

CLIL

- B. 1. b 2. c 3. a
C. 1. yak herder 2. crack 3. roof

Reading & Writing

- A. 1. overwhelming
2. embarrassing
3. terrified
4. fascinating
5. jealous
6. confused
7. relaxing
8. impressed
9. exhausted

B. c

- C. 1. himself 2. plants 3. tired

Unit 7 I Wish I Were...

- A. 1. older
2. creative
3. talented
4. license
5. yacht
6. Older
7. retired
8. credit

- B. 1. yacht
2. retired
3. driver's license
4. credit card
5. older
6. creative
7. wealthy
8. talented

- C. 1. c, had a driving license
2. d, were older
3. a, had a credit card
4. b, were creative

- D. 1. a 2. a 3. b 4. a 5. b

Listening

- A. 1. d, credit card
2. a, yacht
3. e, driver's license
4. c, older
5. b, wealthy

- B. 1. T 2. F 3. T 4. F 5. T

Writing

- A. 1. had
2. wish
3. were
4. were
5. wish
6. Do

B. *Answers will vary.*

Vocabulary

A.

Q: What does he wish?

A: He wishes he had a submarine.

Speaking

- A. 1. would
2. had
3. were
4. had

Grammar

- A. 1. She wishes she had a new pair of shoes.
2. My brother wishes he had a tennis racket.
3. I wish I were an airline pilot.
4. He wishes he could play the saxophone.
- B. 1. If I started a business, I would open a coffee shop.
2. If I were wealthy, I would donate all my money to charity.
3. If I had a swimming pool, I would swim every day.
4. If I were talented, I would record an album.

CLIL

- B. 1. catamaran
2. sport fisher
3. mega-yacht
- C. 1. T 2. F 3. T 4. F

Reading & Writing

- A. 1. creative
2. driver's license
3. offer rides
4. volunteer
5. shop online
6. credit card
7. yachts
8. sail around the world
9. wealthy
- B. a
- C. 1. F 2. T 3. F

Unit 8 The Future

- A. 1. planet
2. underwater
3. space tourism
4. moon
5. jetpack
6. space elevator
7. space
8. rocket
- B. 1. space elevator
2. planet
3. Space tourism
4. underwater
5. rocket
6. space
7. moon
8. jetpack
- C. 1. d 2. c 3. b 4. a
- D. 1. will
2. travel
3. use
4. travel

Listening

- A. 1. a 2. b 3. a 4. b 5. b
- B. 1. b 2. b 3. b 4. c

Writing

- C. 1. travel to different planets
2. will travel to space on rockets
3. Where will we live?
4. In our free time we will have jetpack races.
5. people come to visit

Vocabulary

- A. 1. c, virtual school
2. f, AI friend
3. h, travel through time
4. b, tall tower
5. a, hologram
6. e, robot
7. d, drone
8. g, charge
- B. 1. have virtual schools
2. have AI friends
3. fly drones
4. own robots
5. use holograms
6. live in tall towers
7. travel through time
8. charge our cars

Speaking

- A. 1. Yes, we will.
2. holograms
3. in outer space
4. in the future

Grammar

- A. 1. live
2. will we
3. own
4. have
- B. 1. own, we won't own robots
2. have, we will have virtual schools
3. travel, No, we won't travel through time.
4. live in, Yes, we will live in very tall towers.

CLIL

- B. 1. Honda.
2. university.
3. 2050.
- C. 1. False 2. True 3. True

Reading & Writing

- A. 1. space
2. planet
3. ride a rocket
4. jetpack
5. tower

6. owns robots
7. drones
8. AI friends
9. holograms

B. c

- C. 1. water
2. robots
3. astronaut

Unit 9 Rules and Laws

- A. 1. lawn
2. fast food
3. laundry
4. sibling
5. curfew
6. breakfast
7. allowance
8. tablet

- B. 1. curfew
2. mow
3. laundry
4. allowance
5. breakfast
6. fast food
7. siblings
8. tablet

- C. 1. d 2. a 3. b 4. c

- D. 1. lets, tablet
2. let, fast food
3. makes, curfew
4. make, laundry
5. has, breakfast
6. let, allowance
7. has, siblings
8. makes, lawn

Listening

- A. 1. b 2. a 3. a 4. b

- B. 1. prepare my own breakfast, make me
2. let me get, mow the lawn
3. let me, curfew
4. lets me eat, will not let me get

Writing

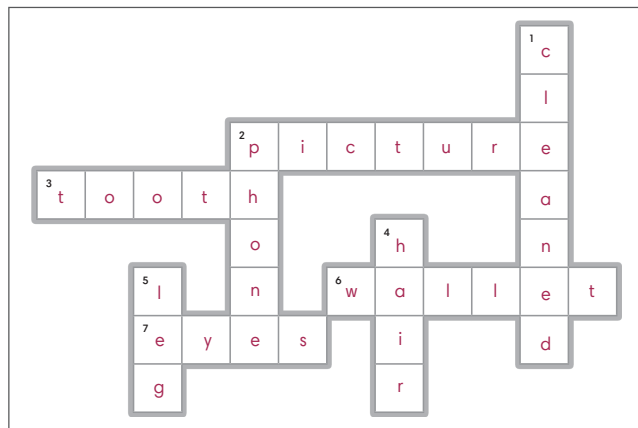
- A. 1. Her mom will not let her eat fast food.
2. His dad makes him look after his siblings.
3. My parents make me have a curfew.
4. Her parents will not let her get an allowance.
5. Why does her mom make her do her own laundry?

B. Answers will vary.

Vocabulary

- A. Across: 2. picture
3. tooth
6. wallet
7. eyes

- Down: 1. cleaned
2. phone
4. hair
5. leg



Speaking

- A. 1. I had my wallet stolen.
2. I got my hair cut.
3. I had my tooth removed.
4. I got my eyes tested.

Grammar

- A. 1. made, clean
2. let, stay
3. had, cook
4. had, take
- B. 1. I got my wallet stolen.
2. I got my clothes dry cleaned.
3. John had his computer fixed.
4. My sister had her phone repaired.
5. Dad got his car washed.

CLIL

- B. 1. 19 kph
2. driver's licenses
3. glass
- C. 1. before
2. made
3. car companies

Reading & Writing

- A. 1. stolen
2. allowance
3. tablet
4. mow the lawn
5. eat fast food
6. prepare
7. laundry
8. dry cleaned
9. picture

B. a

C. 1. b 2. c 3. a

Unit 10 Achieving My Goals

- A. 1. contest
2. service center
3. band
4. crowd
5. school
6. experiments
7. work out
8. cabin

- B. 1. will
2. doing
3. attending
4. leading
5. contacting
6. participating
7. working out
8. to

- C. 1. c, leading his band
2. a, participating in a contest
3. d, contacting the service center
4. b, renting a cabin

D. 1. e 2. a 3. b 4. c 5. d

Listening

A. 1. c 2. d 3. b 4. a

- B. 1. going
2. performing
3. attending
4. leading
5. playing
6. working
7. renting
8. climbing
9. coming

Writing

- A. 1. Tomorrow, I will be practicing German.
2. On Tuesday, I will be studying for a test.
3. On Wednesday, I will be competing in an art contest.
4. The next day, I will be reading comics.
5. On Friday, I will be watching my brother play soccer.
6. On Saturday, my family will be having a barbecue.
7. On Sunday, I will be taking a rest.

B. *Answers will vary.*

Vocabulary

- A. 1. g, world
2. e, salary
3. h, content
4. f, graduation
5. a, app
6. b, disease
7. c, studies
8. d, elderly
- B. 1. create content
2. assist the elderly
3. create an app
4. concentrate on studies
5. tour the world
6. earn a big salary
7. cure a disease
8. celebrate graduation

Speaking

- A. 1. I think I will be celebrating graduation.
2. I imagine I will be working as a firefighter.
3. She thinks she will be traveling around Europe with her family.
4. I expect it will be leaving in a few minutes.

Grammar

- A. 1. He will be celebrating graduation.
2. I will be curing a disease.
3. My mom will be creating an app.
4. My brother will be assisting the elderly.
- B. 1. I will be earning a big salary
2. She thinks she will be developing content.
3. He thinks he will be concentrating on his studies.
4. I guess I will be going swimming tonight.

CLIL

- B. 1. school
2. shade
3. cheap

- C.
1. c, Jouberton
 2. a, the University of Nottingham
 3. b, money
 4. f, a charity
 5. d, local businesses
 6. e, to South Africa

Reading & Writing

- A.
1. participating
 2. contest
 3. crowd
 4. tour
 5. salary
 6. content
 7. app
 8. working
 9. studies
- B. c
- C.
1. get a great experience
 2. entertain people
 3. working