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Scope and Sequence

Welcome

Characters: Steven, Clare, Alex, Brian, Emma

Telling time

Ordinal numbers: 1st–31st

Dates

| Unit | Title | Learning Points | Vocabulary |
|------|----------------------|--|--|
| 1 | A Day in My Life | <ul style="list-style-type: none"> Telling time Talking about daily activities | Routine activities: brush my teeth, change into pajamas, comb my hair, do homework, eat a snack, eat breakfast, get dressed, go home, go shopping, go to sleep, make my bed, practice the piano, put on shoes, take a bath, wake up, wash my face |
| 2 | Just for Fun | <ul style="list-style-type: none"> Everyday activities Talking about your abilities | Everyday activities: bake, climb a tree, dance, draw, drive a car, paint, play the guitar, ride a bike, sew, sing, skateboard, ski, speak Chinese, surf, swim, work with wood |
| 3 | Last Week at School | <ul style="list-style-type: none"> Places around a school Talking about what happened at school | School activities: carry a backpack, finish a book, listen to music, paint, play, study, wait, walk Places in a school: bus stop, classroom, field, gym, hallway, library, playground, school bus |
| 4 | What Are They Doing? | <ul style="list-style-type: none"> Common actions Talking about what someone is doing now | Common actions: answer, close, cut, enter, give, glue, help, laugh, look for, pack, practice, rest, show, stand, take a picture, teach |
| 5 | In the Kitchen | <ul style="list-style-type: none"> Names of foods Talking about what there is or isn't in the kitchen | Food: butter, chicken, eggs, hamburger, jam, lemon, muffin, oil, omelette, onions, peanut butter, pepper, salt, strawberry, toast, water |
| 6 | Let's Party! | <ul style="list-style-type: none"> Activities at a party Talking about what people did at a party | Irregular verbs: eat (ate), blow up (blew up) balloons, drink (drank), make (made) snacks, run (ran) around, sing (sang), swim (swam), wear (wore) costumes Party activities: clean up, color pictures, dance, listen to music, open presents, play games, talk to friends, watch a movie |
| 7 | I Love Sports! | <ul style="list-style-type: none"> Sports Talking about what you are good at | Sports actions/activities: catch the ball, dive, do push-ups, jog, jump rope, kick the ball, lift weights, pass the ball, score a goal, serve the ball, shoot baskets, throw a ball, use a racket Adverbs: far, fast, high |
| 8 | Likes and Dislikes | <ul style="list-style-type: none"> Hobbies and fun activities Talking about what you like and don't like | Indoor games and activities: board game, cards, chess, music, ping pong, pool, video game Outdoor activities: climbing trees, football, hiking, ice skating, mountain biking, skateboarding, skiing, snowboarding, surfing |
| 9 | Health and Habits | <ul style="list-style-type: none"> Healthy and unhealthy habits Talking about how often you do something and giving advice | Healthy and unhealthy habits: brush my teeth, drink soft drinks, drink water, eat candy, eat fast food, eat fruit and vegetables, get a checkup, get exercise, get fresh air, play video games, stay up late, take a rest, take a shower, wake up early, wash your face, wash your hands |



Structures

Reading

- **Simple present with information questions about time**
What time does she wake up? She wakes up at six o'clock.
- **Simple present (be) with questions about time**
What time is it? It's three o'clock. It's time to eat a snack.

Diego's Day

- **Can for ability with information questions**
What can Clare do? She can ride a bike. She can't swim.
- **Can with Y/N questions**
Can he sew? Yes, he can. / No, he can't.

Snakes Up High!

- **Simple past (regular verbs) with information questions**
What did she do? She listened to music.
- **Simple past (regular verbs) with Y/N questions**
Did you play in the gym? Yes, I did. / No, I didn't.

A Winter Day in Sweden

- **Present progressive with information questions**
What is Brian doing? He is taking a picture.
- **Present progressive with Y/N questions**
Are they laughing? Yes, they are. / No, they aren't.

Circus School

- **Some and any with countable and uncountable nouns (do + have)**
Do they have any chicken? Yes, they have some chicken. / No, they don't have any chicken.
- **Some and any with countable and uncountable nouns (be + there)**
Is there any water? Yes, there is some water. / No, there isn't any water.

Eat Your Vitamins

- **Simple past (irregular verbs) with information questions**
What did he do? He drank juice.
- **Simple past (regular verbs) with Y/N questions**
Did she dance? Yes, she did. / No, she didn't.

Birthdays Around the World!

- **Simple present with be good at + gerund**
Steve is good at shooting baskets.
- **Can for ability with adverbs**
I can throw the ball far. She can throw the ball far.

Fastest Animal on Land

- **Simple present with love, like, don't like, or hate + gerund**
I love playing football.
- **Simple present Y/N questions with like + gerund**
Does he like hiking? Yes, he does. / No, he doesn't.

Sports in the City

- **Simple present with how often questions and adverbs of frequency**
How often does Brian wash his face? He always washes his face.
- **Should and shouldn't for advice**
You should eat fruit and vegetables.

Live Healthy

A 002 Listen and write the names.

5 min.

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

B 003 Listen and say.

5 min.

- Tell students to look at **page 7**.
- Ask the students what they can see at the top of the page to elicit *clocks*. Write "... o'clock" on the board.
- Play **audio track 003** and tell students to listen and repeat.

C 004 Look at B. Listen and write the letters.

5 min.

- Tell students to continue looking at the clocks in part B.
- Explain that they should listen to the audio and write the letters (a–f) in the boxes next to each clock.
- Play **audio track 004**.
- Review answers as a class. Call on a student and choose a letter. Ask the student to tell you which clock matches the letter.

D Read. Then draw the time.

15 min.

- Draw students' attention to the blank clocks at the bottom of **page 7**.
- Read each of the times out loud and have students repeat after you.
- Now ask students to complete the clocks by drawing the hour and minute hand onto each clock.
- Give students 2–3 minutes to complete the clocks.
- Draw a large blank clock on the board.
- Once students have finished, invite one student to come to the front and add the hands to the clock on the board for number one.
- Make sure that all students have the correct answer.
- Erase the hands from the clock on the board and repeat for numbers 2 and 3 with different students.

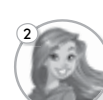


A 002 Listen and write the names.

Brian Steven Emma Clare Alex



Steven



Clare



Alex



Brian



Emma

6

E 005 Listen, read, and say.

1 first 2 second 3 third
1st 2nd 3rd

4 fourth 5 fifth 6 sixth 7 seventh
4th 5th 6th 7th

8 eighth 9 ninth 10 tenth
8th 9th 10th

F Read and color.

1 Color the third bear blue.



2 Color the eighth duck yellow.



3 Color the fifth doll red.

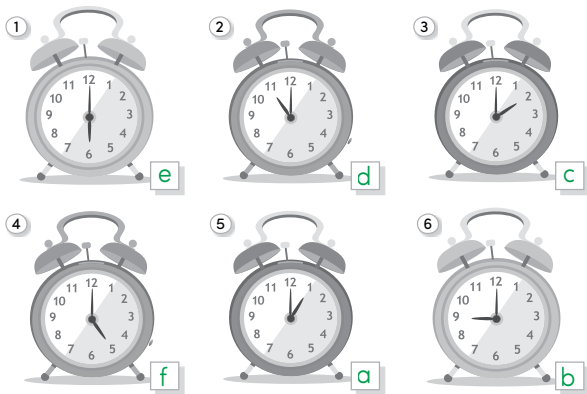


4 Color the first rocking horse green.



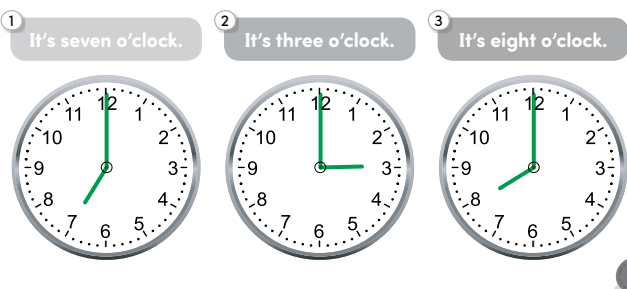
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B 003 Listen and say.

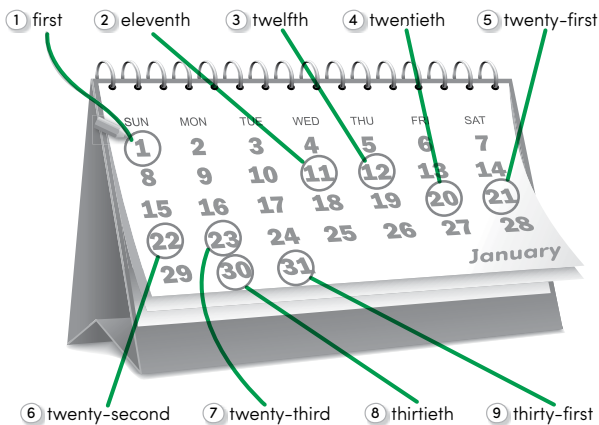


C 004 Look at B. Listen and write the letters.

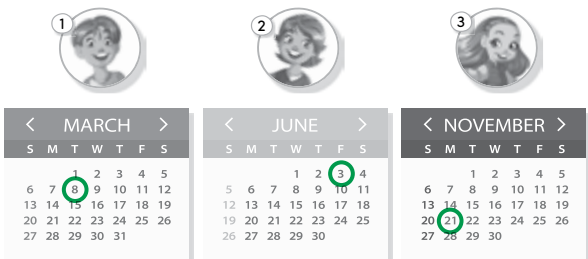
D Read. Then draw the time.



G 006 Listen and say. Then match.



H 007 Listen and circle the date.



E 005 Listen, read, and say. 15 min.

- Tell students to turn to **page 8**.
- Play **audio track 005** and tell students to listen, read the word, and say.
- To check the concept of ordinal numbers, draw five circles on the board. Point to the first one and say: **T** "First." Have students repeat after you. Do the same for the other four circles.
- Ask a student to come to the front of the class and ask him / her to point to the third circle. Repeat with different students for different numbered circles.
- If students have difficulty, write the numbers in the circles to assist students.

F Read and color. 15 min.

- Make sure students have colored pencils or crayons. Students will need blue, yellow, red, and green colors.
- Read the sentence for number one and tell students to color the third bear blue. Hold up three fingers as you give the instruction.
- Repeat for the next three sentences.
- Go over answers as a class.

G 006 Listen and say. Then match. 15 min.

- Play **audio track 006** and tell students to listen and repeat the first time.
- Now tell students to try to match the numbers to the dates circled in red on the calendar.
- Review answers as a class.

H 007 Listen and circle the date. 15 min.

- Tell students to look at the characters in part H. Review the names of each character (1. Alex, 2. Brian, 3. Emma).
- Explain that students will hear each character talk about their birthday.
- Play **audio track 007** and tell students to listen the first time.
- Play the track again, but this time, students should circle the date that they hear for each character.
- Review answers as a class. Choose a student and ask him / her about Alex's birthday. **T** "When is Alex's birthday?" **S** "It's on Tuesday, March 8th." Repeat with a different student for the other two characters.

Unit Objectives

- Telling time
- Talking about daily activities

Lesson Objectives

Students will be able to:

- recognize and name the first eight key vocabulary items
- say what time they do daily activities and routine tasks

Vocabulary Key words 1

| | |
|---------------|----------------|
| wake up | make my bed |
| wash my face | brush my teeth |
| comb my hair | get dressed |
| eat breakfast | put on shoes |

Core Structure

- **Simple present with information questions about time**
What time does she wake up? She wakes up at six o'clock.

Materials

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

Goal & Warm-up Question 5 min.

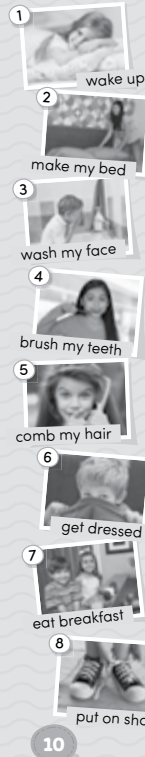
- Have students open their Student Book to **page 10**.
- Read the title of the lesson and the learning points.
- **CDM** Go to the **Aims** page and play the audio.
- Ask students the focus question: **T** "What do you do every day?" Call on students individually to answer. If students have difficulty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

A 008 Listen and say. 5 min.

- Focus students' attention on the vocabulary list on the left-hand side of the page.
- Tell students to listen and repeat after the audio.
- **T** "Listen to the words. Look at the pictures and say the words."
- Play **audio track 008**. Make sure the students are following along and repeating the words.
- Play the audio track again, and have students point at the images on the left of the page.
- **CDM** Go to the **Introduction** page and play the audio.

B 009 Look and listen.

Listen and say.



C 010 Listen and write the letters on the picture.

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

B 009 Look and listen. 5 min.

- Focus students' attention on the main picture on **pages 10 and 11**.
- Talk about the main picture; explain the situation shown in the picture. **T** "This is the Kemp family. They are at home. They are getting ready for their day. Emma is making her bed. There's Alex [point to Alex in the second frame]. He is brushing his teeth. And there is Brian [point to Brian in the third frame]. He is getting dressed. And, look, there's Steven. He is eating breakfast."
- Play **audio track 009**.

Alex: Good morning. We are getting ready for our day. We all **wake up** at six o'clock. Emma always **makes her bed** at six, too. Brian **washes his face**, and I **brush my teeth** in the bathroom. Mom **combs her hair** in the bathroom, too. Next, we **get dressed** and **put on our shoes**. We **eat breakfast** at seven o'clock, and then it's time to go to school.

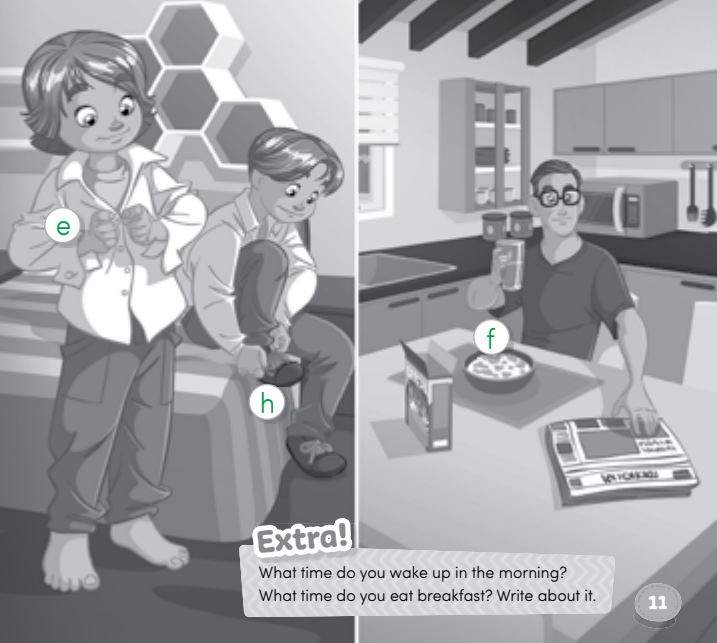
CDM Take students on a virtual tour of the image, highlighting key words.

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

D Sing a song. Turn to page 112.

E Look at the picture and say.

I **wake up** at six o'clock.
He / She **wakes up** at six o'clock.
Brian **wakes up** at six o'clock.



Extra!

What time do you wake up in the morning?
What time do you eat breakfast? Write about it.

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

CD **010 Listen and write the letters on the picture.** **5-10 min.**

- Play **audio track 010**. 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."
- After students have found all of the words, call on them to point to where each activity is.

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

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

D **CD** **011 Song** **10 min.**

- Tell students to turn to **page 112** where they will see the lyrics to the song. **T** "Let's listen to a song. Turn to page 112."
- Play **audio track 011**, and have students just listen the first time.
- Play the song again, but this time, encourage the students to sing along with the song.

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

What time do you wake up?
What time do you wake up?
I **wake up** at six o'clock.
Six o'clock, six o'clock.
I **wake up** at six o'clock.

What time do you make your bed?
What time do you make your bed?
I **make** my bed at six o'clock.
Six o'clock, six o'clock.
I **make** my bed at six o'clock.

What time do you wash your face?
What time do you wash your face?
I **wash** my face at seven o'clock.
Seven o'clock, seven o'clock.
I **wash** my face at seven o'clock.

What time do you brush your teeth?
What time do you brush your teeth?
I **brush** my teeth at seven o'clock.
Seven o'clock, seven o'clock.
I **brush** my teeth at seven o'clock.

What time do you comb your hair?
What time do you comb your hair?
I **comb** my hair at seven o'clock.
Seven o'clock, seven o'clock.
I **comb** my hair at seven o'clock.

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

- Tell students to look at the dialog box (part E) on **page 11**.
- Put students in pairs. **T** "Sit with a partner." Have them practice by reading the sentences in the box. **T** "Let's read together."

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

- Have students look at the main picture and continue to make sentences using 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 make a sentence for the class.

More practice

Assign **pages 6 and 7** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 104**.

WB

Lesson Objectives

Students will:

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

Materials

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

Warm-up 5 min.

Tell students to look at the large picture on **pages 10 and 11**. As a review, ask students what they can see. Encourage different students to provide all of the words from vocabulary set 1 (introduced in lesson 1). Next, ask students to think about the time they do the activities from lesson 1. Choose a student and ask him / her: **T** "What do you do every day?" to elicit a response. **S** "I make my bed at seven o'clock." Call on different students to talk about themselves, and encourage them to use different answers.

Song

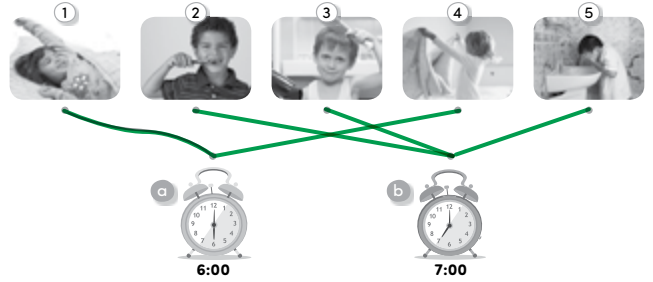
A 012 Listen and sing. 15 min.

- Tell students to turn to the lyrics on **page 112**. Play **audio track 012**, and have students listen the first time.
- Play the song again, but this time, encourage the students to sing along with the song.

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

1

Listen and sing. Then match the activities to the times.



Song

B Read and answer.

Reading

Dear children,

It's time to go back to school. School starts at nine o'clock. You can't be late. It's important to be on time. You need a routine. Here's your morning routine. You ① at six o'clock. Then you wash your face. You ② at seven o'clock. Then you eat breakfast. You ③ at eight o'clock. Please don't forget.

Love,
Mom

What do the children do in the morning?

1. They wake up at six o'clock.
2. They get dressed at seven o'clock.
3. They brush their teeth at eight o'clock.

12

What time do you wake up?

What time do you wake up?

I wake up at six o'clock.

Six o'clock, six o'clock.

I wake up at six o'clock.

What time do you make your bed?

What time do you make your bed?

I make my bed at six o'clock.

Six o'clock, six o'clock.

I make my bed at six o'clock.

What time do you wash your face?

What time do you wash your face?

I wash my face at seven o'clock.

Seven o'clock, seven o'clock.

I wash my face at seven o'clock.

What time do you brush your teeth?

What time do you brush your teeth?

I brush my teeth at seven o'clock.

Seven o'clock, seven o'clock.

I brush my teeth at seven o'clock.

What time do you comb your hair?

What time do you comb your hair?

I comb my hair at seven o'clock.

Seven o'clock, seven o'clock.

I comb my hair at seven o'clock.

Speaking

1

A What time do you do these things every morning? Write 6:00, 7:00, or 8:00 for each activity.



B What is your partner's morning routine? Ask and answer. Then write.

What time do you eat breakfast? I eat breakfast at seven o'clock.

| | |
|--|-------|
| | _____ |
| | _____ |
| | _____ |

Now tell the class.

What time does he / she wake up? He / She wakes up at seven o'clock.

13

Speaking

A What time do you do these things every morning? Write 6:00, 7:00, or 8:00 for each activity. **5 min.**

- Have students look at **page 13**. Ask them what they can see to elicit that they are pictures of a boy getting ready to start his day.
- Go over what each activity is to check students understand the pictures. (1. get dressed, 2. make my bed, 3. put on shoes, 4. wash my face, 5. comb my hair, 6. brush my teeth, 7. eat breakfast, 8. wake up.)
- Tell students to think about their morning routines and what time they do each of the activities. Ask students to write the times that they do each of the activities on the spaces beneath each picture.
- Give students 2–3 minutes to write the times.
- CDM** Show students the example.
- Circulate and monitor the students, providing assistance where necessary.

B Speaking activity **15 min.**

- Focus students' attention on the model dialog. Select two students in the class to read the lines for each of the characters. **T** "Can you read the dialog? You be Alex, and you be Steven."
- Put students in pairs. Assign one student to be Student A and the other student as Student B. Have Student A ask Student B the questions first. Student B listens and answers. Student A should write the activities next to the correct time. **T** "Work with a partner. Student A, ask first. Student B, answer the questions."
- CDM** Use the model dialog to demonstrate the answer / question exchange, and how to complete the activity in B.
- Give students two or three minutes to finish the activity. Then Student B asks Student A the questions and Student A answers. **T** "OK. Now change. Student B asks the questions, and Student A answers."
- Choose one student and ask him / her about his / her partner. **T** "What time does he / she wake up?" After the student has responded, choose another student in the class. The first student should ask a question to the second student. Next, choose a third student. This time the second student asks a question to the third student. Continue the chain with each student first answering a question before asking the next student a question.

More practice

Assign **pages 8 and 9** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 104**.

WB

Reading

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

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

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

Lesson Objectives

Students will:

- encounter and explore a story linked to the theme of the unit
- be able to recognize and name the second eight key vocabulary items
- be able to ask about the present time and say what someone should do at that time

Vocabulary Key words 2

- | | |
|---------------------|-------------|
| go home | eat a snack |
| do homework | go shopping |
| practice the piano | take a bath |
| change into pajamas | go to sleep |

Expansion Structure

• Simple present (be) with questions about time

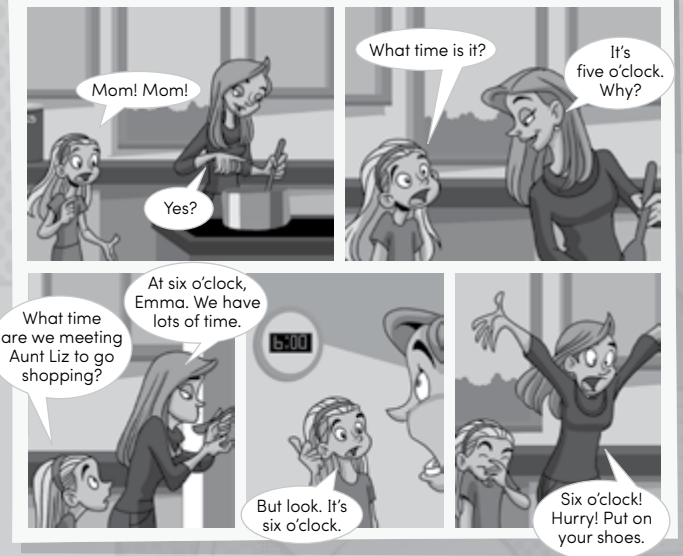
What time is it? It's three o'clock. It's time to eat a snack.

Materials

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



013 Listen and repeat.



B Role-play the story.

C Read the story again. Then answer.

- What time is it?
☐ a. five o'clock ☒ b. six o'clock
- Who are Emma and Clare meeting?
☐ a. Alex ☒ b. Liz
- Where are they going at six o'clock?
☒ a. shopping ☐ b. home

14

Warm-up 5 min.

Choose one student and ask him / her what time he / she does one of the activities introduced in lesson 1.

T "What time do you get dressed?" **S** "I get dressed at seven o'clock." Then ask the rest of the class to find out which other students get dressed at seven o'clock.

T "Who gets dressed at seven o'clock? Raise your hand." Repeat with several different activities introduced in lesson 1.

Story

A 013 Listen and repeat. 5 min.

- Tell students to turn to **page 14**. Focus students' attention on the comic strip. Ask students two questions about the pictures and elicit answers.
 - Point to Emma. **T** "Who is she?" (Emma)
 - Point to the clock in frame 4. **T** "What time is it?" (six o'clock)
- Play **audio track 013**. The first time, students can just listen and follow along.
- Play the audio track a second time. Pause after each sentence and give students time to read and repeat.

CDM Show students the animated story on the screen.

B Role-play the story. 5 min.

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

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

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

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

CDM Show students the correct answers on the screen.

Expand

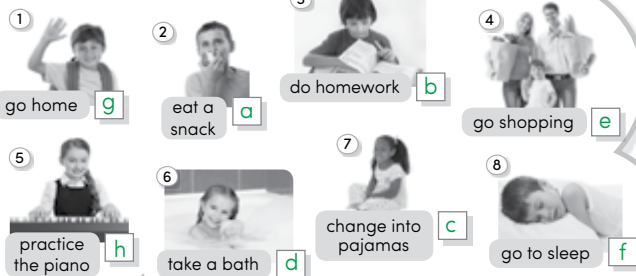
A 014 Listen and say. 5 min.

- Have students look at the vocabulary on **page 15**.
- Tell students to listen and repeat after the audio.
- Play **audio track 014**. Make sure the students are following along and repeating the words.

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

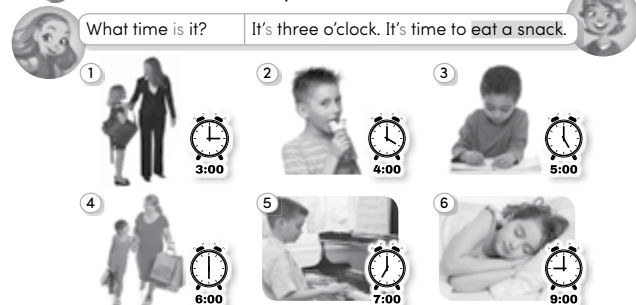
CDM Use the *Word Game* function to provide students with further vocabulary practice.

A 014 Listen and say.



B 015 Listen and write the letters.

C 016 Listen. Then look at the pictures. Ask and answer.



D 017 Chant. Turn to page 112.

Extra!

What do you do when you get home from school? Draw a picture and talk about it.

15

B 015 Listen and write the letters. 5-10 min.

- Have students take out a pencil or pen.
- Tell students they should look at the pictures in part A and write the letter they hear next to each picture.
- Play **audio track 015**. There are pauses in the audio recording to give students time to write, but you may want to pause the track to give them additional time if necessary.
- Review answers, calling on individual students. **T** "What is A?"

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

C 016 Listen. Then look at the pictures. Ask and answer. 10 min.

- Focus the students' attention on the model dialog in part C. Play **audio track 016**.
- Split the class into two halves, A and B. Instruct group A to repeat the question aloud after you. Then have group B repeat the answer after you. Have groups switch roles and ask / answer again.
- Tell students to look at the six pictures. Put students in pairs and assign one student to be Student A and the other student to be Student B. Tell A to make a question based on picture 1. Student B responds.

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

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

Answers

1. What time is it? → It's three o'clock. It's time to go home.
2. What time is it? → It's four o'clock. It's time to eat a snack.
3. What time is it? → It's five o'clock. It's time to do homework.
4. What time is it? → It's six o'clock. It's time to go shopping.
5. What time is it? → It's seven o'clock. It's time to practice the piano.
6. What time is it? → It's nine o'clock. It's time to go to sleep.

D 017 Chant. 5-10 min.

- Tell students to turn to **page 112**. Play **audio track 017**. First, students listen and read the chant silently.
- Assign half of the class to read role 1 and the other half to read role 2.
- Play the audio track again. This time tell the students to read along to their part out loud.

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

What time is it?
What time is it?
It's six o'clock.
It's six o'clock.
It's time to wake up.

What time is it?
What time is it?
It's seven o'clock.
It's seven o'clock.
It's time to eat breakfast.

What time is it?
What time is it?
It's three o'clock.
It's three o'clock.
It's time to go home.

What time is it?
What time is it?
It's four o'clock.
It's four o'clock.
It's time to do homework.

What time is it?
What time is it?
It's eight o'clock.
It's eight o'clock.
It's time to go to sleep.

More practice

Assign **pages 10 and 11** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 105**.

WB

Lesson Objectives

Students will:

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

Materials

- Hang Out Student Book, Workbook
- CD and A/V equipment or Classroom Digital Materials
- Optional: images of clocks showing a variety of times

Warm-up 5 min.

- Prepare and print several images of clocks showing a variety of times. Try to prepare both analog and digital clocks to give students a chance to practice reading both. Alternatively, you can draw a clock on the board and add times to it.
- Write "It's ... It's time to ..." on the board.
- Show students one of the clocks and ask: **T** "What time is it?" Encourage students to answer with the correct time as well as an activity that can be done at that time. **S** "It's seven o'clock. It's time to get dressed."
- Repeat with different students using a different time. Encourage students to come up with a variety of activities that can be done at that time.

Connect

A 018 Listen and read. 15 min.

- Have students turn to **pages 16 and 17**.
- Point to the boy in the picture and explain that his name is Diego. Ask students if they can guess where Diego is from (Brazil). Tell the students that they are going to learn about Diego's day.
- Tell students to read along silently as they listen. Play **audio track 018**.

CDM Show the animated slideshow.

B Answer the questions. 5 min.

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

1 Social Studies

A 018 Listen and read.

My name is Diego. I am from Salvador, Brazil. This is my day.

I start school at seven o'clock. I have Portuguese, English, and gym today. Gym is my favorite class. I play soccer.

I finish school at twelve o'clock. Then I eat lunch at home. We eat rice and beans a lot. I do homework with my friends after lunch. We finish at about three o'clock.

16

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

CDM Show students the correct answers on the screen.

C 019 Listen and write. 10 min.

- Have students turn to **page 18**. Give students directions about what they will hear. **T** "Let's listen. There are four students. They are talking about the reading. What do they say? Write the words that you hear."
- Play **audio track 019**.
- Check answers. Read the sentence up to the answer choice and then stop. Ask students which word they heard. Make sure all students have written the correct word.

1. He starts school at seven o'clock.
2. He finishes school at two o'clock.
3. He finishes homework at three o'clock.
4. He goes to sleep at ten o'clock.

- Play the audio track again for students to check their answers.
- Read sentence 1 to the students. Ask the students whether the girl is right. Tell students to circle Yes or No. Repeat for the rest of the sentences. Encourage students to use the text to help them answer.

Then it's time to play. We often go to the beach to swim. We go home before dinner time. My family eats dinner at seven o'clock. Now it's ten o'clock. It's time to go to sleep.

B Answer the questions. Circle.

- What does Diego do at twelve o'clock?
a wake up b eat breakfast **c finish school**
- What does Diego often do with his friends after homework?
a swim at the beach b eat a snack c go shopping

17

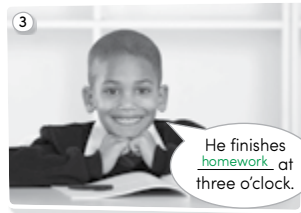
C Listen and write. Then answer the questions.



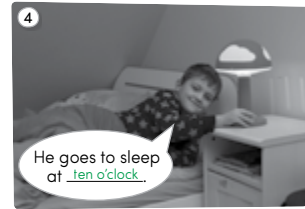
Is she right? **Yes** No



Is he right? Yes **No**



Is he right? **Yes** No



Is he right? **Yes** No

D What activities does Diego mention? Circle and say.



18

- Check answers as a class.

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

D Summary 5 min.

- Focus students' attention on part D at the bottom of **page 18**. Tell the students to re-read the text on **pages 16 and 17** and circle all of the activities that are mentioned in the text. **T** "What activities does Diego mention? Do you remember? Circle. Look at the text again."
- Check answers as a class.
- Call on students to make sentences using their answers. Stronger students can be encouraged to make several sentences and give a simple summary of the reading.

CDM Show students the correct answers on the screen.

More practice

Assign **page 12** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 105**.

WB

Lesson Objectives

Students will:

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

Materials

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

Warm-up 5 min.

Act It

- Write "Do you ... at ... ?" on the board. Using a different color, fill in the time after *at*. For example 4:00.
- Tell students that you are going to perform an action without speaking. The students need to guess what you are doing. Students should guess the action by using the question on the board.
- Choose an action from one of the new vocabulary sets introduced in the unit. Encourage different students to make guesses until one student gets the correct answer.
- Once a student guesses correctly, invite that student to the front of the class to act out a different action for his / her classmates to guess.
- Students can choose their own action, or you can use the flashcards and have students select one action to perform.

Writing

A Read the example. Circle the times.

5 min.

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

CDM Show students the correct answers on the screen.

A Read the example. Circle the times.

This is my day. I wake up at six o'clock. I brush my teeth and wash my face. Then I get dressed. I wear a T-shirt and pants every day. I eat breakfast at seven o'clock. I love cereal. I go to school at eight o'clock.

I go home at three o'clock. At home, I eat a snack and then practice the piano. I do homework at five o'clock. Then I eat dinner. I take a bath at seven o'clock and change into my pajamas. I have red pajamas. I go to sleep at nine o'clock. I am tired at nine o'clock!

B What is your daily routine? Fill in the chart.

| Time | Activity |
|-------------|----------------------|
| <u>6:00</u> | <u>wake up</u> |
| <u>7:00</u> | <u>eat breakfast</u> |
| <u>8:00</u> | <u>get dressed</u> |
| <u>1:00</u> | <u>eat lunch</u> |
| <u>3:00</u> | <u>go home</u> |
| <u>9:00</u> | <u>go to sleep</u> |

19

Review 10-15 min.

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

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

Writing preparation 10-15 min.

- Focus students' attention on the writing section at the bottom of **page 19**.
- Tell students to think about their daily routine and fill in the chart with six times and six different activities that they usually do every day.
- Encourage students to use a variety of different times throughout the day.
- Circulate and monitor the students, providing assistance where necessary.

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

Unit wrap-up 5 min.

- To wrap up the unit, ask students to turn to **page 80** in the Workbook.
- Make sure students have a pen or pencil.
- Direct students' attention to the words at the top of the page. Ask students to check all of the words they know. **T** "Look at the words. Check the words you know."
- Walk around the class to briefly gauge the words that students have difficulty with. If you see the same words unchecked by many of the students, review these words. Direct the students back to the pages that contain images of these words.
- Next, direct students' attention to the *I can* sentences on the second half of the page.
- Read out each sentence one by one, asking students to check the sentence if they can do it. Make sure that all students understand each sentence before moving on to the next.

I can sentences:

Speaking

1. I can name different daily activities.
2. I can say what time it is and what people do at that time.
3. I can ask and answer questions about time and activities.

Listening

4. I can understand when someone talks about time and activities.
5. I can understand when someone asks a question about what people do at different times.

Reading

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

Writing

7. I can write a few sentences telling what time it is and what people do at that time.

Writing

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

Portfolio writing sample answer

I make my bed at seven o'clock. I also brush my teeth at seven o'clock.

I get dressed at eight o'clock. And I put on my shoes at eight o'clock.

I go home at three o'clock. I do homework at four o'clock.

More practice

Assign **page 13** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 106**.

Unit Objectives

- Everyday activities
- Talking about your abilities

Lesson Objectives

Students will be able to:

- recognize and name the first eight key vocabulary items
- say what they can and can't do

Vocabulary **Key words 1**

| | | | |
|-------------|------------------|------|-----------------|
| ride a bike | paint | sing | dance |
| draw | speaking Chinese | swim | play the guitar |

Core Structure

• Can for ability with information questions


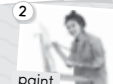
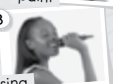
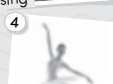




What can Clare do? She can ride a bike. She can't swim.

Materials

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

A 020

Listen and say.

- 1  ride a bike
- 2  paint
- 3  sing
- 4  dance
- 5  draw
- 6  您好! speak Chinese
- 7  swim
- 8  play the guitar

20

B 021

Look and listen.



C 022

Listen and write the letters on the picture.

Goal & Warm-up Question 5 min.

- Have students open their Student Book to **page 20**.
- Read the title of the lesson and the learning points.
- **CDM** Go to the **Aims** page and play the audio.
- Ask students the focus question. **T** "What can you do?" Call on students individually to answer. If students have difficulty coming up with ideas, talk about some of the things you are able to do. Encourage different students to give different answers.

A 020 Listen and say. 5 min.

- Focus students' attention on the vocabulary list on the left-hand side of the page.
- Tell students to listen and repeat after the audio.
- **T** "Listen to the words. Look at the pictures and say the words."
- Play **audio track 020**. Make sure the students are following along and repeating the words.
- Play the audio track again, and have students point at the images on the left of the page.
- **CDM** Go to the **Introduction** page and play the audio.
- **CDM** Use the **Word Game** function to provide students with further vocabulary practice.

B 021 Look and listen. 5 min.

- Focus students' attention on the main picture on **pages 20 and 21**.
- Talk about the main picture; explain the situation shown in the picture. **T** "The family is enjoying the warm weather outside. There's Emma [point to Emma]. She can paint. And that's Clare. She has a red bike. She can ride a bike. Can you see Alex? He has a guitar. He can play the guitar well."
- Play **audio track 021**.

Clare: Hello. This is our park. Isn't it beautiful?

Brian is **swimming** in the river. He can swim very fast. Emma likes to paint. My brother William can't **paint**, but he can **draw**. He likes to draw the mountains. Alex and Liz are over there making music. Alex can **play the guitar**. Liz can **sing**. And Chloe is **dancing** with them. Steven is talking to his friend. He is learning Chinese. He can speak a little. I'm **riding my bike**. I can ride for a long time. What can you do?

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

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

D 023 Sing a song. Turn to page 113.

E Look at the picture and say.

I can ride a bike. I can't swim.

Alex can play the guitar. He can't paint.

They can speak Chinese. They can't dance.

Extra!

Tell a partner what you can and can't do. Draw a picture.

21

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

CD 022 Listen and write the letters on the picture. **5-10 min.**

- Play **audio track 022**. 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."

- After students have found all of the words, call on them to point to where each activity is.

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

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

D **CD** 023 Song **10 min.**

- Tell students to turn to **page 113** where they will see the lyrics to the song. **T** "Let's listen to a song. Turn to page 113."
- Play **audio track 023**, and have students just listen the first time.
- Play the song again, but this time, encourage the students to sing along with the song.

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

What are you good at? What **can** you do?
Brian **can** ride a bike. Can you do it, too?
Yes, yes, yes, I can. I **can** ride a bike.
Yes, yes, yes, I can. I **can** ride a bike.
What else **can** you do?

What are you good at? What **can** you do?
Emma **can** draw a dog. Can you do it, too?
No, no, no, I can't. I **can't** draw a dog.
No, no, no, I can't. I **can't** draw a dog.
What else **can** you do?

What are you good at? What **can** you do?
Liz **can** play the guitar. Can you do it, too?
Yes, yes, yes, I can. I **can** play the guitar.
Yes, yes, yes, I can. I **can** play the guitar.
What else **can** you do?

What are you good at? What **can** you do?
Chloe **can** sing a song. Can you do it, too?
No, no, no, I can't. I **can't** sing a song.
No, no, no, I can't. I **can't** sing a song.
What else **can** you do?

What are you good at? What **can** you do?
Alex **can** paint a flower. Can you do it, too?
Yes, yes, yes, I can. I **can** paint a flower.
Yes, yes, yes, I can. I **can** paint a flower.
What else **can** you do?

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

- Tell students to look at the dialog box (part E) on **page 21**.
- Put students in pairs. **T** "Sit with a partner." Have them practice by reading the sentences in the box. **T** "Let's read together."

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

- Have students look at the main picture and continue to make sentences using 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 make a sentence for the class.

More practice

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

WB

Lesson Objectives

Students will:

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

Materials

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

Warm-up 5 min.

Tell students to look at the large picture on **pages 20 and 21**. As a review, ask students what they can see. Encourage different students to provide all of the words from vocabulary set 1 (introduced in lesson 1). Next, ask students to think about what they can do. Choose a student and ask him / her: **T** "What can you do?" to elicit a response. **S** "I can sing." Call on different students to talk about themselves and encourage them to use different answers.











Song

A 024 Listen and sing. 15 min.

- Tell students to turn to the lyrics on **page 113**. Play **audio track 024**, and have students listen the first time.
- Play the song again, but this time, encourage the students to sing along with the song.

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





Listen and sing. Then circle **can** or **can't** and write.

1. Brian can   I can / can't ride a bike.
2. Emma can   I can / can't draw a dog.
3. Liz can   I can / can't play the guitar.
4. Chloe can   I can / can't sing a song.
5. Alex can   I can / can't paint a flower.

B Read and answer.

Reading

I Love My Dad

My dad is great. He can do a lot of things. He draws really well. He can ①  anything. He can also ② . My dad can't ③ , but he likes to do it anyway. He makes us laugh when he sings. My dad can ④ . I ride my bike with him. We do it together and have a lot of fun.

What can the dad do?

1. He can draw.
2. He can paint.
3. He can't sing.
4. He can ride a bike.

What are you good at? What **can** you do?

Brian **can** ride a bike. Can you do it, too?

Yes, yes, yes, I can. I **can** ride a bike.

Yes, yes, yes, I can. I **can** ride a bike.

What else **can** you do?

What are you good at? What **can** you do?

Emma **can** draw a dog. Can you do it, too?

No, no, no, I can't. I **can't** draw a dog.

No, no, no, I can't. I **can't** draw a dog.

What else **can** you do?

What are you good at? What **can** you do?

Liz **can** play the guitar. Can you do it, too?

Yes, yes, yes, I can. I **can** play the guitar.

Yes, yes, yes, I can. I **can** play the guitar.

What else **can** you do?

What are you good at? What **can** you do?

Chloe **can** sing a song. Can you do it, too?

No, no, no, I can't. I **can't** sing a song.

No, no, no, I can't. I **can't** sing a song.

What else **can** you do?

What are you good at? What **can** you do?

Alex **can** paint a flower. Can you do it, too?

Yes, yes, yes, I can. I **can** paint a flower.

Yes, yes, yes, I can. I **can** paint a flower.

What else **can** you do?

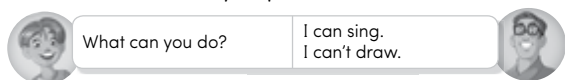
Speaking

2

A What can you do? Write *I can* or *I can't* for each picture.

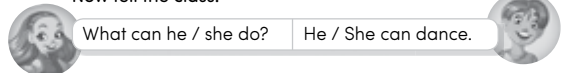


B What can / can't your partner do? Ask and answer. Then write.



| can | can't |
|---------------------|-----------------------|
| He / She can _____. | He / She can't _____. |
| He / She can _____. | He / She can't _____. |
| He / She can _____. | He / She can't _____. |

Now tell the class.



23

Speaking

A What can you do? Write *I can* or *I can't* for each picture. **5 min.**

- Have students look at **page 23**.
- Go over each picture to make sure students know what each activity is. (1. paint, 2. sing, 3. dance, 4. ride a bike, 5. play the guitar, 6. swim, 7. speak Chinese)
- Tell students to think about what they can and can't do. Tell students to write the words *I can* or *I can't* underneath each picture.
- Give students 2–3 minutes to write.
- CDM** Show students the example.
- Circulate and monitor the students, providing assistance where necessary.

B Speaking activity **15 min.**

- Focus students' attention on the model dialog. Select two students in the class to read the lines for each of the characters. **T** "Can you read the dialog? You be Alex, and you be Steven."
- Put students in pairs. Assign one student to be Student A and the other student as Student B. Have Student A ask Student B the question first. Student B listens and answers. Student A should write what his / her partner can and can't do. **T** "Work with a partner. Student A, ask first. Student B, answer the question."

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

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

More practice

Assign **pages 16 and 17** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 105**.

WB

Reading

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

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

CDM Show the text and the correct answer.

Lesson Objectives

Students will:

- encounter and explore a story linked to the theme of the unit
- be able to recognize and name the second eight key vocabulary items
- be able to ask Y/N questions to find out what someone can or can't do

Vocabulary Key words 2

skateboard work with wood drive a car surf
sew bake ski climb a tree

Expansion Structure

• Can with Y/N questions

Can he sew? Yes, he can. / No, he can't.

Materials

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

It's Mom's birthday. Let's make her a cake.

OK. Can you bake a cake?

I can bake a cake.

No, I can't.

You're too little.

Let's draw a picture for Mom.

Hi, guys!

Happy birthday, Mom!

B Role-play the story.

C Read the story again. Then answer.

1. Whose birthday is it?

☐ a. Emma's

☒ b. Clare's

2. What do Alex and Brian do?

☒ a. draw a picture

☐ b. say "happy birthday"

3. What does Emma do?

☐ a. bake cookies

☒ b. bake a cake

24

Warm-up 5 min.

Choose one student and ask him / her what he / she can do from one of the activities introduced in lesson 1. **T** "What can you do?" **S** "I can ride a bike." Then ask the rest of the class to find out which other students can also ride a bike. **T** "Who can ride a bike? Raise your hand." Repeat with several different activities introduced in lesson 1.

Story

A **CD** 025 Listen and repeat. 5 min.

- Tell students to turn to **page 24**. Focus students' attention on the comic strip. Ask students two questions about the pictures and elicit answers.
 1. Point to Emma. **T** "Who is she?" (Emma)
 2. Point to the cake in frame 5. **T** "What is that?" (a cake)
- Play **audio track 025**. The first time, students can just listen and follow along.
- Play the audio track a second time. Pause after each sentence and give students time to read and repeat.

CDM Show students the animated story on the screen.

B Role-play the story. 5 min.

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

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

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

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

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

CDM Show students the correct answers on the screen.

Expand

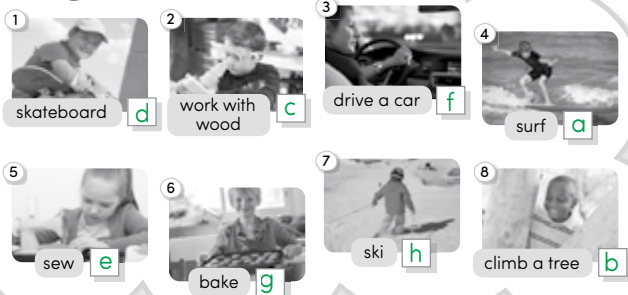
A **CD** 026 Listen and say. 5 min.

- Have students look at the vocabulary on **page 25**.
- Tell students to listen and repeat after the audio.
- Play **audio track 026**. Make sure the students are following along and repeating the words.

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

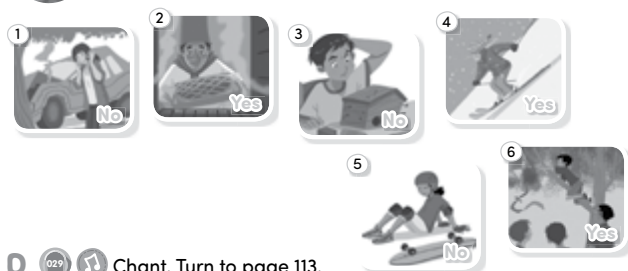
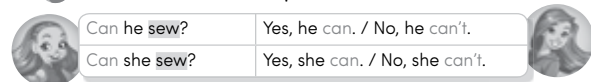
CDM Use the *Word Game* function to provide students with further vocabulary practice.

A 026 Listen and say.



B 027 Listen and write the letters.

C 028 Listen. Then look at the pictures. Ask and answer.



D 029 Chant. Turn to page 113.

Extra!

Ask three classmates what they can and can't do. Tell the class.

25

B CD 027 Listen and write the letters.

5-10 min.

- Have students take out a pencil or pen.
- Tell students they should look at the pictures in part A and write the letter they hear next to each picture.
- Play **audio track 027**. There are pauses in the audio recording to give students time to write, but you may want to pause the track to give them additional time if necessary.
- Review answers, calling on individual students. **T** "What is A?"

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

C CD 028 Listen. Then look at the pictures. Ask and answer. 10 min.

- Focus the students' attention on the model dialog in part C. Play **audio track 028**.
- Split the class into two halves, A and B. Instruct group A to repeat the question aloud after you. Then have group B repeat the answer after you. Have groups switch roles and ask / answer again.
- Tell students to look at the six pictures. Put students in pairs and assign one student to be Student A and the other student to be Student B. Tell A to make a question based on picture 1. Student B responds.

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

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

Answers

1. Can she drive? → No, she can't.
2. Can he bake? → Yes, he can.
3. Can he work with wood? → No, he can't.
4. Can she ski? → Yes, she can.
5. Can she skateboard? → No, she can't.
6. Can he climb a tree? → Yes, he can.

D CD 029 Chant. 5-10 min.

- Tell students to turn to **page 113**. Play **audio track 029**. First, students listen and read the chant silently.
 - Assign half of the class to read role 1 and the other half to read role 2.
 - Play the audio track again. This time tell the students to read along to their part out loud.
- CDM** Show the animation and lyrics to the chant to encourage students to chant along.

Can you skateboard?
Yes, I can.

Can you skateboard?
Yes, I can.

Can you skateboard?
Yes, I can
Let's go do it now. Let's go do it now.

Can you drive a car?
No, I can't.

Can you drive a car?
No, I can't.

Can you drive a car?
No, I can't.
You can teach me how. You can teach me how.

Can you bake some cookies?
Yes, I can.

Can you bake some cookies?
Yes, I can.

Can you bake some cookies?
Yes, I can.
Let's go do it now. Let's go do it now.

Can you sew a button?
No, I can't.

Can you sew a button?
No, I can't.

Can you sew a button?
No, I can't.
You can teach me how. You can teach me how.

More practice

Assign **pages 18 and 19** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 106**.

WB

Lesson Objectives

Students will:

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

Materials

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

Warm-up 5 min.

Select a student from the class and ask him / her a question using one of the key words introduced in the unit. **T** "Can you play the guitar?" **S** "Yes, I can." Next, ask the rest of the class the same question and ask the students who answer "Yes" to raise their hands.

T "Who can play the guitar? Raise your hand." Repeat with several other activities introduced in the unit.

Connect

A 030 Listen and read. 15 min.

- Have students turn to **pages 26 and 27**.
- Point to the snake and ask students if they know what it is. Tell the students that they are going to read about snakes.
- Tell students to read along silently as they listen. Play **audio track 030**.
- Play the audio track again. This time, tell students to try to read aloud as they listen to the story.

CDM Show the animated slideshow.

B Answer the questions. 5 min.

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

CDM Show students the correct answers on the screen.

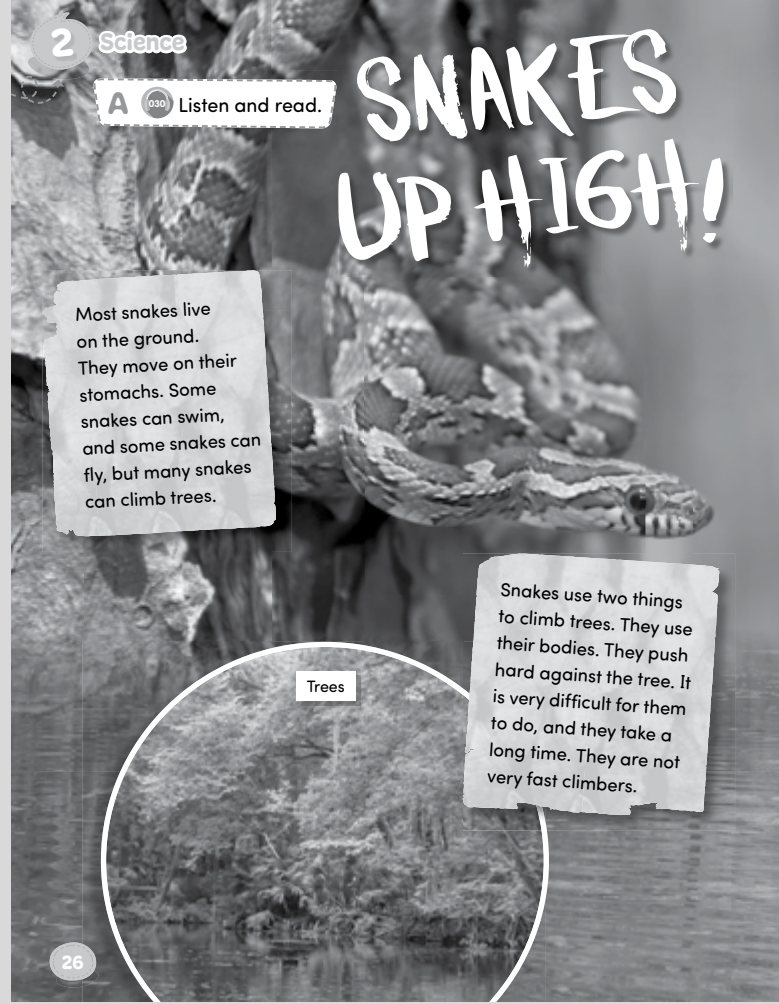
C 031 Listen and write. 10 min.

- Have students turn to **page 28**. Give students directions about what they will hear. **T** "Let's listen. There are four students. They are talking about the reading. What do they say? Write the words that you hear."
- Play **audio track 031**.
- Check answers. Read the sentence up to the answer choice and then stop. Ask students which word they heard. Make sure all students have written the correct word.

1. Snakes can climb trees fast.
2. All snakes have smooth skin.
3. Some snakes like to eat eggs.
4. Some snakes can swim? That's scary.

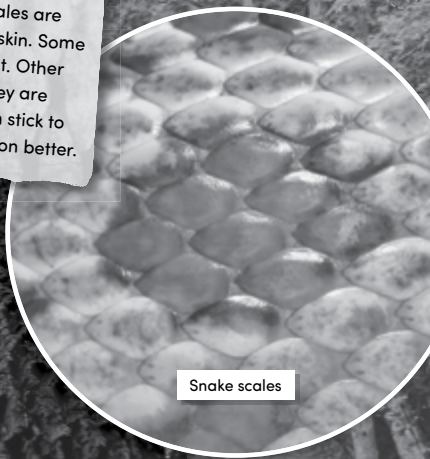
- Play the audio track again for students to check their answers.
- Read sentence 1 to the students. Ask the students whether the girl is right. Tell students to circle Yes or No. Repeat for the rest of the sentences. Encourage students to use the text to help them answer.
- Check answers as a class.

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



Connect 2

Snakes also use their scales. Scales are small, hard pieces on a snake's skin. Some snake scales are smooth and flat. Other snake scales are not smooth. They are rough. Scales that are rough can stick to tree bark, so the snake can hold on better.



Snake scales

The bark of a tree

Snakes only climb trees to eat eggs or small animals.

B Answer the questions. Circle.

- What can many snakes do?
a jump **b climb trees** c run
- Where do you find scales?
a on a snake b on a tree c on the ground

27

2

C Listen and write. Then answer the questions.



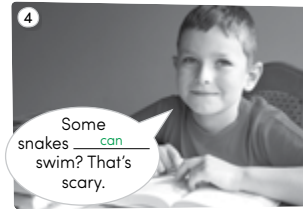
Is she right? Yes **No**



Is he right? Yes **No**

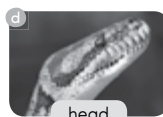
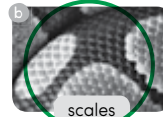
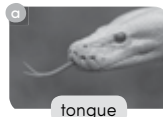


Is she right? **Yes** No



Is he right? **Yes** No

D What helps snakes climb trees? Circle and say.



28

D Summary 5 min.

- Focus students' attention on part D at the bottom of **page 28**. Tell the students to re-read the text on **pages 26 and 27** and circle everything that helps snakes climb trees. **1** "What helps snakes climb trees? Do you remember? Circle. Look at the text again."
- Check answers as a class.
- Call on students to make sentences using their answers. Stronger students can be encouraged to make several sentences and give a simple summary of the reading.

CDM Show students the correct answers on the screen.

More practice

Assign **page 20** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 106**.

WB

Lesson Objectives

Students will:

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

Materials

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

Warm-up

5 min.

Simon Says

- Tell students you are going to play a game called Simon Says. They have to follow the instructions and act out the actions you give them, but only when you say: **T** "Simon says ..."
- Do an example first. **T** "Simon says dance. Simon says swim. Simon says ski. Drive a car ... I didn't say Simon says!"
- Any students who act out the action when you don't say "Simon says" are out of the game and should sit down. The last student left playing the game is the winner.
- With stronger classes, students can take turns giving out the instructions.

Writing

A Read the example. Circle the activities they can do and underline the activities they can't do. **5 min.**

- Tell students to turn to **page 29**. Focus students' attention on the two paragraphs.
- Read each paragraph out loud and have students listen.
- Next, tell students to re-read the text by themselves, circle all of the activities the writer and the writer's friend can do, and underline the activities they can't do.

CDM Show students the correct answers on the screen.

A Read the example. Circle the activities they can do and underline the activities they can't do.

I can do many things. I can ride a bike. I have a big, blue bike. I can draw, but I can't paint. I like to draw animals. I can surf. I surf in the summer. I can't sing. And I can't play the guitar.

My classmate is Mike. He can dance. He can swim too. And he can ski. He skis in the winter. He can't skateboard. He can't surf. And he can't drive a car. He is only nine years old.

B Write three things you can do and three things you can't do. Then ask a classmate and fill in the charts.

| I can | I can't |
|------------------------|---------------------|
| <u>sing</u> | <u>climb a tree</u> |
| <u>dance</u> | <u>surf</u> |
| <u>play the guitar</u> | <u>drive a car</u> |

My partner's name: Jenny

| My partner can | My partner can't |
|---------------------|--------------------|
| <u>draw</u> | <u>ride a bike</u> |
| <u>paint</u> | <u>surf</u> |
| <u>climb a tree</u> | <u>ski</u> |

Review

10-15 min.

- Have students turn to **pages 20 and 21**.
- Direct students' attention to the main picture. **T** "Look at the picture." Call out a letter from a-h and ask students to say the word together, based on their answers from lesson 1. **T** "A. What is the word?"
- Repeat by calling on individual students, saying a letter, and asking students to say the word.
- Direct students to part E on **page 21**.
- Put students in pairs and have them practice making sentences by reading the sentences in the box. **T** "Student A, you are Clare. Make a sentence."
- Have students look at the main picture and continue to make sentences about the key vocabulary in the main picture.
- Next, have students turn to **page 25**.
- Tell students to look at the vocabulary in part A.
- Call out a number from 1-8 and ask individual students to say the word. **T** "One. Sarah, what is the word?"
- Repeat with a different student for all eight words.
- Direct students to part C.
- Put students in pairs and assign one student to be Student A and the other student to be Student B. Tell A to make a question based on picture 1. Student B responds. **T** "Student A, make a question for picture number one. Student B, answer."

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

Writing preparation 10-15 min.

- Focus students' attention on the writing section at the bottom of **page 29**.
- Tell students to think about what they can and can't do and fill in the first chart with three things for each.
- Next, write "What can you do?" and "Can you ...?" on the board.
- Tell students to find a partner and ask questions to find out what their partner can and can't do.
- Circulate and monitor the students, providing assistance where necessary. Encourage students to use both types of question on the board.

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

Unit wrap-up 5 min.

- To wrap up the unit, ask students to turn to **page 82** in the Workbook.
- Make sure students have a pen or pencil.
- Direct students' attention to the words at the top of the page. Ask students to check all of the words they know. **T** "Look at the words. Check the words you know."
- Walk around the class to briefly gauge the words that students have difficulty with. If you see the same words unchecked by many of the students, review these words. Direct the students back to the pages that contain images of these words.
- Next, direct students' attention to the *I can* sentences on the second half of the page.
- Read out each sentence one by one, asking students to check the sentence if they can do it. Make sure that all students understand each sentence before moving on to the next.

I can sentences:

Speaking

1. I can name things that I can and can't do.
2. I can say what others can and can't do.
3. I can ask and answer questions about what I can and can't do.

Listening

4. I can understand when someone talks about activities and abilities.
5. I can understand when someone asks a question about what people can and can't do.

Reading

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

Writing

7. I can write a few sentences telling what people can and can't do.

Writing

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

Portfolio writing sample answer

Michael can ride a bike.
He can paint.
He can play the guitar.
He can't drive a car.
He can't speak Chinese.
He can't ski.

More practice

Assign **page 21** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 106**.

Unit Objectives

- Places around a school
- Talking about what happened at school

Lesson Objectives

Students will be able to:

- recognize and name the first eight key vocabulary items
- use the past form of regular verbs to say what they did in the recent past

Vocabulary **Key words 1**

play study paint walk
listen to music carry a backpack wait finish a book

Core Structure

- **Simple past (regular verbs) with information questions**
What did she do? She listened to music.

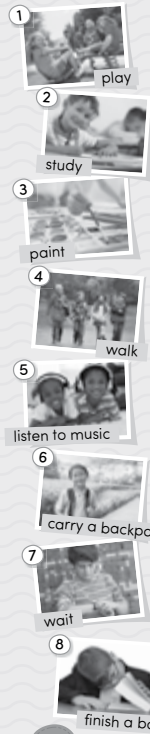
Materials

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

What did you do at school last week?

A 032

Listen and say.



B 033

Look and listen.

C 034

Listen and write the letters on the picture.

30

CDM

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

CDM

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

B

CD

033 Look and listen.

5 min.

- Focus students' attention on the main picture on **pages 30 and 31**.
- Talk about the main picture; explain the situation shown in the picture. **T** "Alex was at school yesterday. This is his classroom. That is his teacher [point to the teacher]. He waited for some students. They were late. And can you see that student [point to the student in the yellow top]. She studied. Some other students played while they waited."
- Play **audio track 033**.

Alex: Hi. Welcome to my classroom. What did everyone do today? Sarah **studied**. Melissa **finished a book**. Karl **painted** a picture. He's a great painter. Bryan and Max **played**. My teacher was not happy. He **waited** for Mel and Danny. Mel was late. She **carried her backpack** into class. Danny was also late. He **listened to music** and **walked** to class. He is always late!

CDM

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

Goal & Warm-up Question 5 min.

- Have students open their Student Book to **page 30**.
- Read the title of the lesson and the learning points.
- **CDM** Go to the **Aims** page and play the audio.
- Ask students the focus question. **T** "What did you do at school last week?" Call on students individually to answer. If students have difficulty coming up with ideas, tell them to look around the classroom for ideas. Encourage different students to give different answers.

A CD **032 Listen and say.** 5 min.

- Focus students' attention on the vocabulary list on the left-hand side of the page.
- Tell students to listen and repeat after the audio.
- **T** "Listen to the words. Look at the pictures and say the words."
- Play **audio track 032**. Make sure the students are following along and repeating the words.
- Play the audio track again, and have students point at the images on the left of the page.



What did you do at school?
What did you do?
What did you do at school?
I studied, I studied, I studied at school.

What did you do at school?
What did you do?
What did you do at school?
I painted, I painted, I painted at school.

What did you do at school?
What did you do?
What did you do at school?
I listened to music, I listened to music at school.

What did you do at school?
What did you do?
What did you do at school?
I carried a backpack, I carried a backpack at school.

What did you do at school?
What did you do?
What did you do at school?
I finished my book, I finished my book at school.

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

- Tell students to look at the dialog box (part E) on page 31.
- Put students in pairs. T "Sit with a partner." Have them practice by reading the sentences in the box. T "Let's read together."

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

- Have students look at the main picture and continue to make sentences using 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 make a sentence for the class.

More practice

Assign pages 22 and 23 of the Workbook as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on page 106.

WB

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

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

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

- Play audio track 034. 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."
- After students have found all of the words, call on them to point to where each activity is.

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

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

D 035 Song 10 min.

- Tell students to turn to page 114 where they will see the lyrics to the song. T "Let's listen to a song. Turn to page 114."
- Play audio track 035, and have students just listen the first time.
- Play the song again, but this time, encourage the students to sing along with the song.

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

Lesson Objectives

Students will:

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

Materials

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

Warm-up 5 min.

Tell students to look at the large picture on pages 30 and 31. As a review, ask students what they can see. Encourage different students to provide all of the words from vocabulary set 1 (introduced in lesson 1). Next, ask students to think about what they did at school last week. Choose a student and ask him / her:

- ① "What did you do last week?" to elicit a response.
- ② "I studied English." Call on different students to talk about what they did last week, and encourage them to use different answers.

Song

A 036 Listen and sing. 15 min.

- Tell students to turn to the lyrics on page 114. Play audio track 036, and have students listen the first time.
- Play the song again, but this time, encourage the students to sing along with the song.

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

Listen and sing. Circle the activities you hear. Then write.



1. I studied.
2. I played.
3. I listened to music.
4. I carried a backpack.
5. I finished my book.

B Read and answer.

Reading

Dear Alex,

I started school again yesterday. My teacher is Mrs. Rose.

She is very nice! Sometimes she's funny. Today was a lot of fun. In the morning, we ① to music. Then we studied in the library. There are lots of books. After lunch, I ② on the playground. My new friends are fun. In the afternoon, we ③ art, math, and English. Art is my favorite subject.

Look, I ④ a picture of us. What did you do at school today?
Tim

What did Tim do at school?

1. In the morning, he listened to music.
2. He played on the playground after lunch.
3. In the afternoon, he studied art, math, and English.
4. He played a picture.

What did you do at school?

What did you do?

What did you do at school?

I studied, I studied, I studied at school.

What did you do at school?

What did you do?

What did you do at school?

I played, I played, I played at school.

What did you do at school?

What did you do?

What did you do at school?

I listened to music, I listened to music at school.

What did you do at school?

What did you do?

What did you do at school?

I carried a backpack, I carried a backpack at school.

What did you do at school?

What did you do?

What did you do at school?

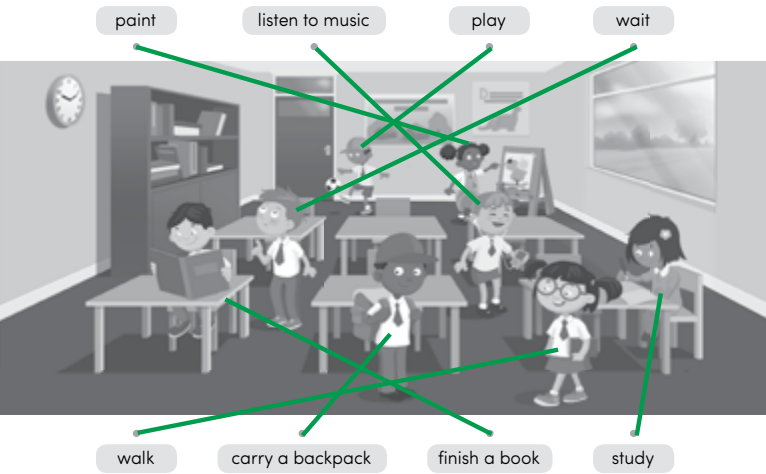
I finished my book, I finished my book at school.

- Tell students to turn to page 32. Focus students' attention on part A. Play audio track 036 again and pause the track after each verse. Tell students to circle the pictures of the activities they hear, and then write the names of the activities below.

Speaking

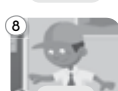
3

A Look at the picture. Match the actions to the students.



B What did the students do? Ask and answer.

| | |
|--------------------|--------------|
| What did Ellie do? | She studied. |
| What did Rob do? | He played. |



33

Speaking

A Look at the picture. Match the actions to the students. **5 min.**

- Have students look at **page 33**. Ask them what they can see to elicit a classroom with eight students.
- Read out the eight activities from the labels around the picture and have students repeat after you.
- Tell students to match the labels to the eight students in the picture.
- Give students 2–3 minutes to match all of the activities.
- CDM** Show students the example.
- Circulate and monitor the students, providing assistance where necessary.

B Speaking activity **15 min.**

- Focus students' attention on the model dialog. Select two students in the class to read the lines for each of the characters. **T** "Can you read the dialog? You be Alex, and you be Emma."
- Put students in pairs. Assign one student to be Student A and the other student as Student B. Have Student A ask Student B the questions first for characters 1–4. Student B listens and answers. Student A should check that he / she has the same answer. **T** "Work with a partner. Student A, ask the questions for characters 1, 2, 3, and 4. Student B, answer the questions."

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

- Give students two or three minutes to finish the activity. Then Student B asks Student A the questions for characters 5–8 and Student A answers. **T** "OK. Now change. Student B asks the question for characters 5, 6, 7, and 8, and Student A answers."

Reading

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

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

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

More practice

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

WB

Lesson Objectives

Students will:

- encounter and explore a story linked to the theme of the unit
- be able to recognize and name the second eight key vocabulary items
- be able to ask and answer Y/N questions using the past form of regular verbs

Vocabulary Key words 2

| | | | |
|------------|------------|---------|-----------|
| playground | school bus | gym | classroom |
| field | bus stop | hallway | library |

Expansion Structure

• Simple past (regular verbs) with Y/N questions

Did you play in the gym? Yes, I did. / No, I didn't.

Materials

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

Warm-up 5 min.

Elicit the days of the week from students (Monday through Sunday) and write them in a list on the board. Add the word "last" in front of the list. Explain that we can talk about days from the past using the word "last" in front of a day. Choose one student and ask him / her a question by using one of the days. **T** "What did you do last Monday?" **S** "I played with my friend." Continue to ask different students using different days. With stronger groups, and if time allows, add additional times to the list, such as yesterday, last week, last month, etc.

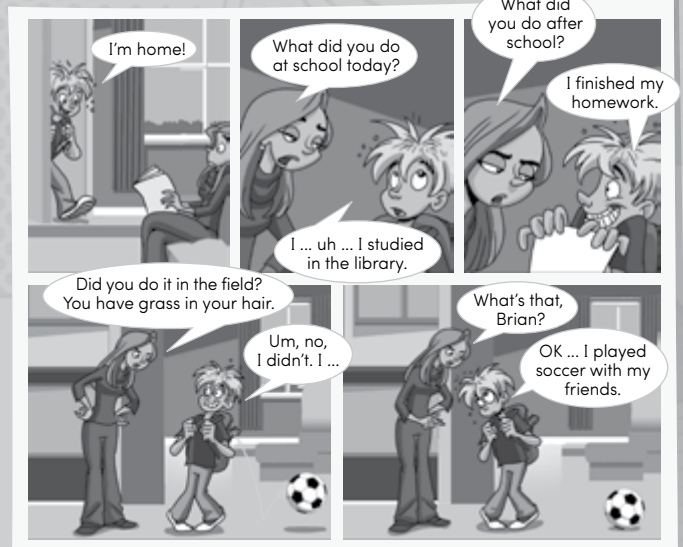
Story

A CD 037 Listen and repeat. 5 min.

- Tell students to turn to **page 34**. Focus students' attention on the comic strip. Ask students two questions about the pictures and elicit answers.
 1. Point to Brian. **T** "Who is he?" (Brian)
 2. Point to the ball in frame 4. **T** "What is that?" (a ball)
- 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 repeat.

CDM Show students the animated story on the screen.

037 Listen and repeat.



B Role-play the story.

C Read the story again. Then answer.

1. What does Brian say he did at school?
 - ☒ a. He studied in the library. ☐ b. He listened to music.
2. What does Brian say he did after school?
 - ☒ a. He finished his homework. ☐ b. He played on the playground.
3. What did Brian really do?
 - ☐ a. He walked in the field. ☒ b. He played soccer.

34

B Role-play the story. 5 min.

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

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

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

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

CDM Show students the correct answers on the screen.

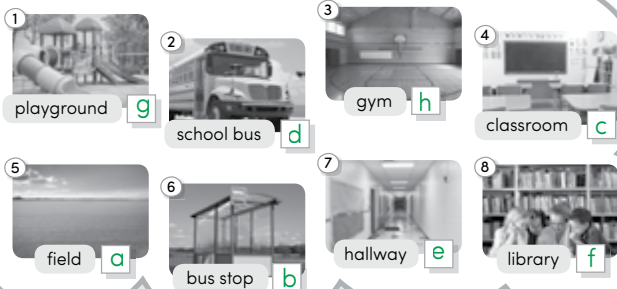
Expand

A CD 038 Listen and say. 5 min.

- Have students look at the vocabulary on **page 35**.
- Tell students to listen and repeat after the audio.
- Play **audio track 038**. Make sure the students are following along and repeating the words.

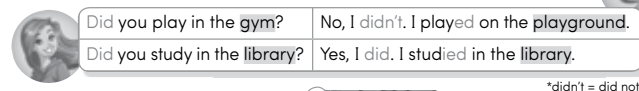
CDM Go to the **Expand** page and play the audio.

A 038 Listen and say.

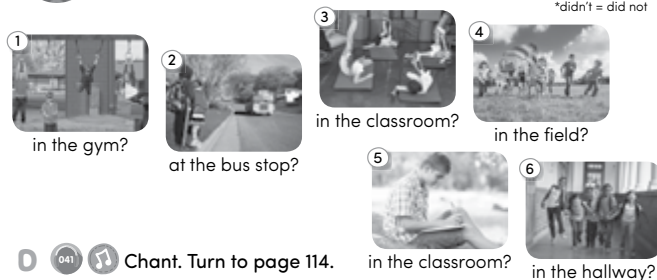


B 039 Listen and write the letters.

C 040 Listen. Then look at the pictures. Ask and answer.



*didn't = did not



D 041 Chant. Turn to page 114.

in the classroom? in the hallway?

Extra!

What did you do on the playground this week? Draw a picture and talk about it.

35

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

B 039 Listen and write the letters.

5-10 min.

- Have students take out a pencil or pen.
- Tell students they should look at the pictures in part A and write the letter they hear next to each picture.
- Play **audio track 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 A?"

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

C 040 Listen. Then look at the pictures. Ask and answer. 10 min.

- Focus the students' attention on the model dialog in part C. Play **audio track 040**.
- Split the class into two halves, A and B. Instruct group A to repeat the question aloud after you. Then have group B repeat the answer after you. Have groups switch roles and ask / answer again.
- Tell students to look at the six pictures. Put students in pairs and assign one student to be Student A and the other student to be Student B. Tell A to make a question based on picture 1. Student B responds.

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

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

Answers

- Did you play in the gym? → No, I didn't. I played on the playground.
- Did you wait at the bus stop? → Yes, I did. I waited at the bus stop.
- Did you play in the classroom? → No, I didn't. I played in the gym.
- Did you play in the field? → Yes, we did. We played in a field.
- Did you study in the classroom? → No, I didn't. I studied in a field.
- Did you walk in the hallway? → Yes, I did. I walked in the hallway.

D 041 Chant. 5-10 min.

- Tell students to turn to **page 114**. Play **audio track 041**. First, students listen and read the chant silently.
- Assign half of the class to read role 1 and the other half to read role 2.
- Play the audio track again. This time tell the students to read along to their part out loud.

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

Did you play on the playground?

Yes, I did.
I played on the playground.
I played on the playground.

Did you wait at the library?

No, I didn't.
I waited at the bus stop.
I waited at the bus stop.

Did you walk on the field?

Yes, I did.
I walked on the field.
I walked on the field.

Did you play on the school bus?

No, I didn't.
I played in the gym.
I played in the gym.

Did you listen to music on the school bus?

Yes, I did.
I listened to music on the school bus.
I listened to music on the school bus.

More practice

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

WB

Lesson Objectives

Students will:

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

Materials

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

Warm-up 5 min.

- Prepare one full set of the flashcards for the unit including the words from lesson 1 and the words from lesson 3. Separate the flashcards into two piles. One pile should contain the actions (from lesson 1) and the other the places (from lesson 3).
- Write "Did you ...?" on the board.
- Choose one action and one place from each pile of flashcards and hold them up so that students can see. Make a question using both of the words. For example, if you have flashcards for "study" and "library," ask the question: **T** "Did you study in the library?" Choose a student to answer. **S** "Yes, I did."
- Hold up two more flashcards, but this time, choose two students from the class. Ask one of the students to make the question, and have the other one answer.
- Note: There will be no absolute correct or incorrect answers, but encourage students to provide answers that you think are generally acceptable.

Connect

A 042 Listen and read. 15 min.

- Have students open to **pages 36 and 37**.
- Point to the girl in the picture and explain that her name is Malin. Ask students if they can guess where Malin is from (Sweden). Tell the students that they are going to learn about Malin's day.
- Tell students to read along silently as they listen. Play **audio track 042**.
- Play the audio track again. This time, tell students to try to read aloud as they listen to the story.

CDM Show the animated slideshow.

3 Social Studies

A 042 Listen and read.

A WINTER DAY IN SWEDEN

Hello. I am Malin. I live in Sweden. It's winter here. We get only five hours of sunlight each day. It's also very cold.

In school today, I had English, gym, and computer class. My favorite class is gym.

It snowed last night. So we couldn't play in the field. We stayed in the gym.

36

B Answer the questions. 5 min.

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

CDM Show students the correct answers on the screen.

C 043 Listen and write. 10 min.

- Have students turn to **page 38**. Give students directions about what they will hear. **T** "Let's listen. There are four students. They are talking about the reading. What do they say? Write the words that you hear."
- Play **audio track 043**.
- Check answers. Read the sentence up to the answer choice and then stop. Ask students which word they heard. Make sure all students have written the correct word.

Connect

3

School ended at two o'clock. I walked to the bus stop and waited for the school bus. I listened to music at the bus stop. At home, I painted our house with Mom.

Then I helped Mom in the kitchen. We cooked dinner. It was a delicious dinner!

B Answer the questions. Circle.

- Why didn't Malin play in the field during gym class?
☐ a It was dark. ☐ b It was too hot. ☒ c It snowed.
- What did Malin do with her mom?
☒ a painted ☐ b cooked lunch ☐ c studied

37

- Malin played in the gym.
- She walked to the library.
- She listened to music at home.
- She painted the house with her mom.

- Play the audio track again for students to check their answers.
- Read sentence 1 to the students. Ask the students whether the girl is right. Tell students to circle Yes or No. Repeat for the rest of the sentences. Encourage students to use the text to help them answer.
- Check answers as a class.

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

D Summary 5 min.

- Focus students' attention on part D at the bottom of **page 38**. Tell the students to re-read the text on **pages 36 and 37** and circle all of the activities that are mentioned in the text. **T** "What did Malin do? Do you remember? Circle. Look at the text again."
- Check answers as a class.
- Call on students to make sentences using their answers. Stronger students can be encouraged to make several sentences and give a simple summary of the reading.

CDM Show students the correct answers on the screen.

3

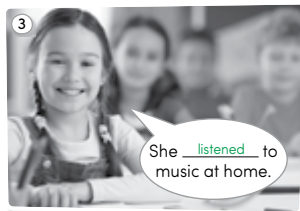
C 043 Listen and write. Then answer the questions.



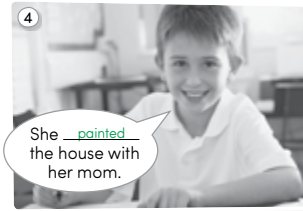
Is she right? ☒ Yes ☐ No



Is he right? ☐ Yes ☒ No

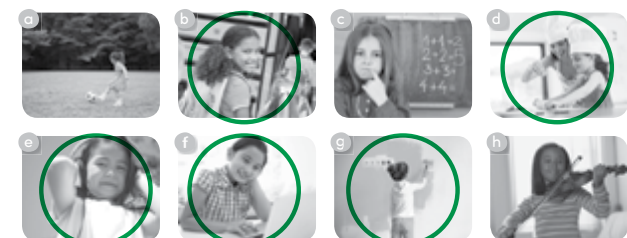


Is she right? ☐ Yes ☒ No



Is he right? ☒ Yes ☐ No

D What did Malin do? Circle and say.



38

More practice

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

WB

Lesson Objectives

Students will:

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

Materials

- Hang Out Student Book, Workbook
- CD and A/V equipment or Classroom Digital Materials
- Optional: flashcards (two sets of the action cards, from lesson 1, and one set of place cards, from lesson 3)

Warm-up 5 min.

Memory Game

Prepare two sets of the flashcards from lesson 1 and one set of flashcards from lesson 3. Stick the place words on the board face up so that students can see the words. Stick the action flashcards on the board in a random order face down so that there are two of each action on the board. Invite a student to the board to select two of the face down flashcards. The aim of the game is for students to find the same word. If students turn over two cards with the same word, they should make a sentence using the past form of the verb by combining it with one of the places. **S** "I painted a picture in the classroom." If the student turns over two cards with different words, replace them, and invite another student to the front of the class.

Writing

A Read the example. Circle what the student did. 5 min.

- Tell students to turn to **page 39**. Focus students' attention on the two paragraphs.
- Read each paragraph out loud and have students listen.
- Next, tell students to re-read the text by themselves and circle everything that the student did.

CDM Show students the correct answers on the screen.

A Read the example. Circle what the student did.

I was busy yesterday. I was at school. In the morning, I studied. I finished my book. Then I played on the playground. In the afternoon, I listened to music.

After school, I waited for the school bus at the bus stop. Then I studied in the library. I was very busy yesterday, so I didn't watch TV.

B What did you do yesterday? Fill in the chart.

| DAY | NIGHT |
|--------------------|-------------------|
| waited for a bus | painted |
| played | listened to music |
| walked | finished a book |
| carried a backpack | studied |

39

Review 10-15 min.

- Have students turn to **pages 30 and 31**.
- Direct students' attention to the main picture. **T** "Look at the picture." Call out a letter from a-h and ask students to say the word together, based on their answers from lesson 1. **T** "A. What is the word?"
- Repeat by calling on individual students, saying a letter, and asking students to say the word.
- Direct students to part E on **page 31**.
- Put students in pairs and have them practice making sentences by reading the sentences in the box. **T** "Student A, you are Alex. Make a sentence."
- Have students look at the main picture and continue to ask questions about the key vocabulary in the main picture.
- Next, have students turn to **page 35**.
- Tell students to look at the vocabulary in part A.
- Call out a number from 1-8 and ask individual students to say the word. **T** "One. Sarah, what is the word?"
- Repeat with a different student for all eight words.
- Direct students to part C.
- Put students in pairs and assign one student to be Student A and the other student to be Student B. Tell A to make a question based on picture 1. Student B responds. **T** "Student A, make a question for picture number one. Student B, answer."

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

Writing preparation 10-15 min.

- Focus students' attention on the writing section at the bottom of **page 39**.
- Tell students to think about what they did yesterday. Have them think about four things they did during the day and four things they did during the evening / night.
- Circulate and monitor the students, providing assistance where necessary.

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

Unit wrap-up 5 min.

- To wrap up the unit, ask students to turn to **page 84** in the Workbook.
- Make sure students have a pen or pencil.
- Direct students' attention to the words at the top of the page. Ask students to check all of the words they know. **T** "Look at the words. Check the words you know."
- Walk around the class to briefly gauge the words that students have difficulty with. If you see the same words unchecked by many of the students, review these words. Direct the students back to the pages that contain images of these words.
- Next, direct students' attention to the *I can* sentences on the second half of the page.
- Read out each sentence one by one, asking students to check the sentence if they can do it. Make sure that all students understand each sentence before moving on to the next.

I can sentences:

Speaking

1. I can name different places around a school.
2. I can talk about activities that people did at school.
3. I can ask and answer questions about activities at school.

Listening

4. I can understand when someone talks about activities and places in a school.
5. I can understand when someone asks a question about what happened at school.

Reading

6. I can read and understand short passages about activities and places in a school.

Writing

7. I can write a few sentences telling what places there are in a school and what activities people do there.

Writing

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

Portfolio writing sample answer

I waited for a bus yesterday. At school, I played with my friends. I walked in the hallway. I carried a backpack.

After school, I painted a picture with my brother. I listened to music in my room. I finished a book. I studied English. English is fun!

More practice

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

1-3 Review 1

A Find the words. Circle. 10 min.

- Tell students to open their Student Book to **page 40**.
- Point to each of the pictures on the page. Say the word, and have students repeat.
- Make sure each student has something to draw with.
- Tell students to look at the pictures, find the words in the puzzle, and circle them.
- Encourage students to look back over units 1–3 to help with finding the answers.
- If students are having a difficult time with the words, or for weaker groups, you can write the list of words on the board.

B 044 Listen. Then circle. 5 min.

- Tell students they will listen to two children speaking. The first time, students should just listen.
- Play **audio track 044**.

Girl: What time is it?

Boy: It's 5 o'clock.

Girl: It's time to play the guitar.

Boy: Can you play the guitar?

Girl: Yes, I can, but I can't sing.

Boy: Do you play the guitar at five o'clock every day?

Girl: Yes! Then I listen to music with my sister.

Boy: Can she play the guitar, too?

Girl: No she can't, but she can sing.

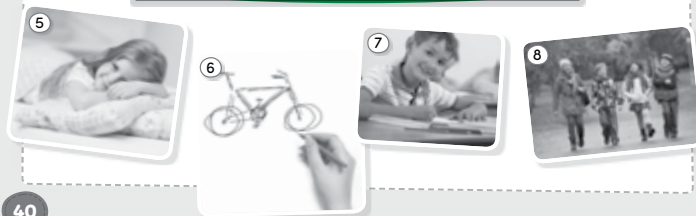
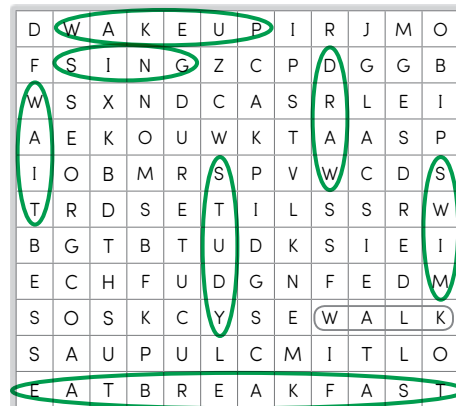
Boy: Did you play your guitar yesterday?

Girl: No, I didn't. I painted and then I studied.

- Next, read the four questions on **page 41**. Then point to the two answer choices for each question (a and b), and ask students to say what they can see.
- Make sure each student has something to write with. Tell the students they are going to listen to the two children talking again. This time, students should circle the correct answer choice.
- Play **track 044** again. If students struggle to keep up, pause the track after each answer is mentioned.
- Review answers as a class. Read the question, and call on different students to provide the answers.
- (Optional) Play **track 044** one more time to give students a chance to listen for any answers they may have missed the first time.

1-3 Review 1









A Find the words. Circle.



C Read and circle. 5 min.

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

B Listen. Then circle.

| | | |
|---|---|---|
| 1. What time does the girl play the guitar? | a  | b  |
| 2. What does she do with her sister? | a  | b  |
| 3. What can her sister do? | a  | b  |
| 4. What did the girl do yesterday? | a  | b  |

C Read and circle.

- What time do / does she wake up?
- We eat / eats breakfast at eight o'clock.
- A: Can / Do Clare ride a bike?
B: Yes, she can / can't.
- A: What did he do / does?
B: He listen / listened to music yesterday.
- A: Did / Do you play in the gym yesterday?
B: No, I did / didn't.



41

D Look and read. Then write.



Example: You do this in the bathroom. You use soap and water.
wash my face

- People do this with music. They move their arms and legs.
dance
- People do this in a pool. They move in the water.
swim
- You can do this in the playground with your friends. It's good fun.
play
- You do this in the bathroom. You make your teeth clean and white.
brush my teeth
- People do this in the park or street. It's not good to go very fast!
ride a bike

42

D Look and read. Then write. 15 min.

- Have students look at **page 42** and focus students' attention on the pictures. Point to each picture in turn, say the word, and have students repeat.
- Next, read the example sentence. **T** "You do this in the bathroom. You use soap and water." Tell students to look at the pictures, and choose the answer that the sentences describe.
- Tell students to get their pencils ready. Read the sentences for item 1, and tell students to write the correct word or phrase on the line.
- Repeat for sentences 2–5.
- Monitor and provide assistance to students if necessary.
- Go over answers as a class. Starting with item 1, read the sentences and then ask a student what word he / she wrote.

Unit Objectives

- Common actions
- Talking about what someone is doing now

Lesson Objectives

Students will be able to:

- recognize and name the first eight key vocabulary items
- say what someone is doing at the present moment

Vocabulary **Key words 1**

| | | | |
|----------|----------------|----------|-------|
| show | help | practice | pack |
| look for | take a picture | stand | close |

Core Structure

- **Present progressive with information questions**
What is Brian doing? He is taking a picture.

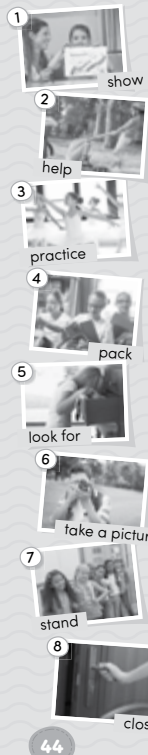
Materials

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

What are you doing in class?

A 045

Listen and say.



B 046

Look and listen.



C 047

Listen and write the letters on the picture.

Goal & Warm-up Question 5 min.

- Have students open their Student Book to **page 44**.
- Read the title of the lesson and the learning points.
- **CDM** Go to the **Aims** page and play the audio.
- Ask students the focus question. **T** "What are you doing in class?" Call on students individually to answer. If students have difficulty coming up with ideas, point to individual students and ask what that student is doing.

A **CD** 045 Listen and say. 5 min.

- Focus students' attention on the vocabulary list on the left-hand side of the page.
- Tell students to listen and repeat after the audio.
- **T** "Listen to the words. Look at the pictures and say the words."
- Play **audio track 045**. Make sure the students are following along and repeating the words.
- Play the audio track again, and have students point at the images on the left of the page.
- **CDM** Go to the **Introduction** page and play the audio.
- **CDM** Use the **Word Game** function to provide students with further vocabulary practice.

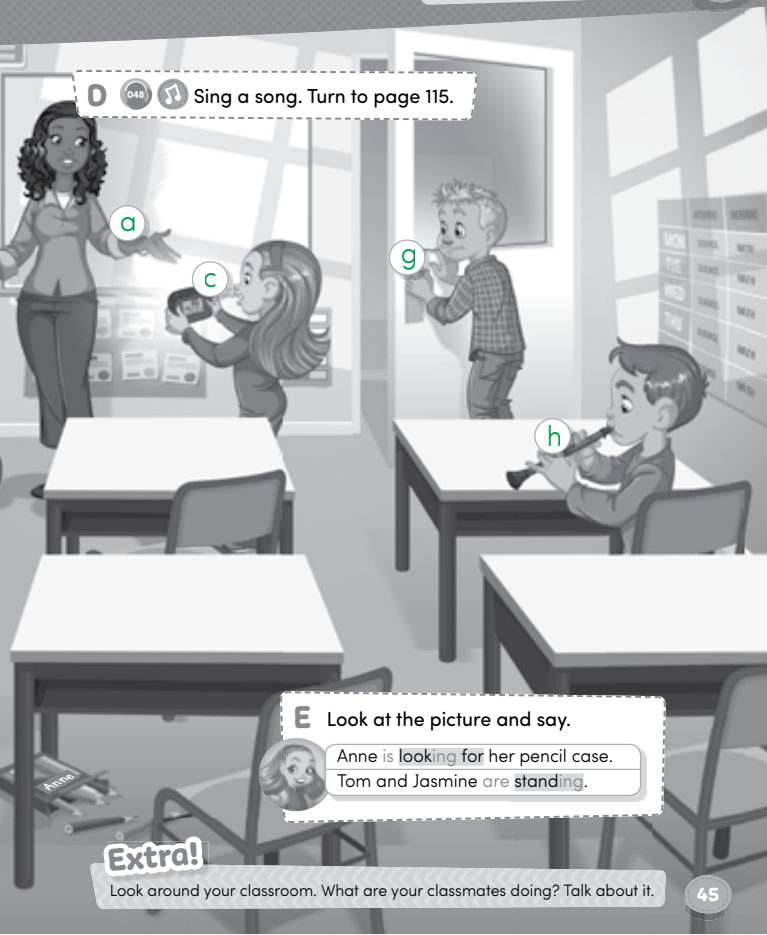
B **CD** 046 Look and listen. 5 min.

- Focus students' attention on the main picture on **pages 44 and 45**.
- Talk about the main picture; explain the situation shown in the picture. **T** "This is Emma's classroom. That is Emma's teacher [point to the teacher]. She is standing next to Tom [point to Tom, the boy next to the teacher]. Tom is a new student. The teacher is showing Tom the classroom. Emma is taking a picture. There are a lot of students in the class. They are busy. They are doing many things."
- Play **audio track 046**.

Ms. Evans: Hello, Tom. Welcome to our class.

These are your classmates. This is Emma. She is **taking a picture**. That is Bing. He is **packing** his backpack. Dan is **practicing** his flute. And Anne is **looking for** her pencil case. Lucy is **helping** Anne. Thanks for helping Lucy! Jasmine is **standing** next to the shelves. And Kyle is over there. He is **closing** the door. Of course, I am **showing** you our classroom.

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



D 048 Sing a song. Turn to page 115.

E Look at the picture and say.

Anne is **looking for** her pencil case.
Tom and Jasmine are **standing**.

Extra!

Look around your classroom. What are your classmates doing? Talk about it.

45

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

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

CD 047 Listen and write the letters on the picture. **5-10 min.**

- Play **audio track 047**. 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."
- After students have found all of the words, call on them to point to where each activity is.

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

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

D **CD** 048 Song **10 min.**

- Tell students to turn to **page 115** where they will see the lyrics to the song. **T** "Let's listen to a song. Turn to page 115."
- Play **audio track 048**, and have students just listen the first time.
- Play the song again, but this time, encourage the students to sing along with the song.

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

Sean **is taking** pictures.
Sean **is taking** pictures.
His camera is up. The flash goes off.
Sean **is taking** pictures.

Sam **is standing** in line.
Sam **is standing** in line.
He's very bored. The line is long.
Sam **is standing** in line.

Lucy's **packing** her backpack.
Lucy's **packing** her backpack.
It's full of stuff. No more will fit.
Lucy's **packing** her backpack.

Dan **is helping** his friend.
Dan **is helping** his friend.
His friend fell down, but Dan's around.
Dan **is helping** his friend.

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

- Tell students to look at the dialog box (part E) on **page 45**.
- Put students in pairs. **T** "Sit with a partner." Have them practice by reading the sentences in the box. **T** "Let's read together."

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

- Have students look at the main picture and continue to make sentences using 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 make a sentence for the class.

More practice

Assign **pages 30 and 31** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 107**.

WB

Lesson Objectives

Students will:

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

Materials

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

Warm-up 5 min.

Tell students to look at the large picture on **pages 44 and 45**. As a review, ask students what they can see. Encourage different students to provide all of the words from vocabulary set 1 (introduced in lesson 1). Next, ask students to think about what they are currently doing. Choose a student and ask him / her:

- **T** "What are you doing now?" to elicit a response.
- **S** "I am practicing English." Call on different students to talk about themselves, and encourage them to use different answers.

Song

A CD 049 Listen and sing. 15 min.

- Tell students to turn to the lyrics on **page 115**. Play **audio track 049**, and have students listen the first time.
- Play the song again, but this time, encourage the students to sing along with the song.

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

A 049 Listen and sing. Then write and match.

1. Sean is taking pictures.

2. Sam is standing in line.

3. Lucy is packing her backpack.

4. Dan is helping his friend.

a

b

c

d

B Read and answer.

Reading



This is a photo of me and my family. I am practicing the violin. My father is standing next to me. He is helping me practice. My mother is standing next to us. My brother is talking to her. He is showing her his flute.

What did Emma say about the photo?

1. Her father is standing next to her.
2. He is helping her practice.
3. Her mother is standing next to them.
4. Her brother is showing her mother his flute.

Sean is taking pictures.
Sean is taking pictures.
His camera is up. The flash goes off.
Sean is taking pictures.

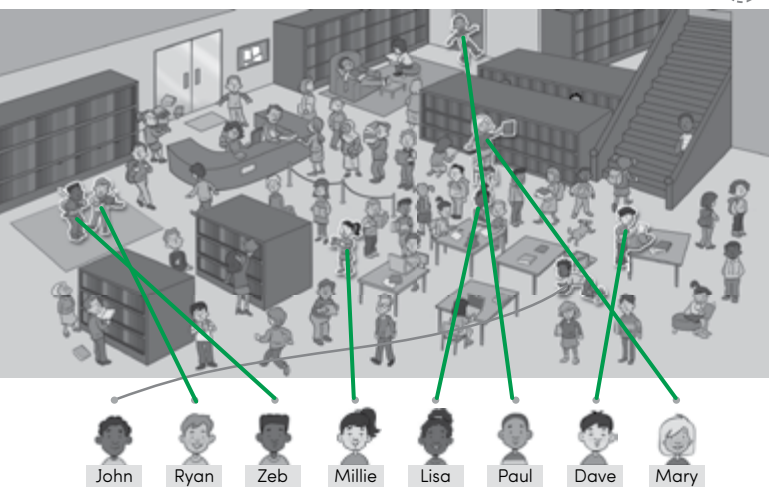
Sam is standing in line.
Sam is standing in line.
He's very bored. The line is long.
Sam is standing in line.

Lucy's packing her backpack.
Lucy's packing her backpack.
It's full of stuff. No more will fit.
Lucy's packing her backpack.

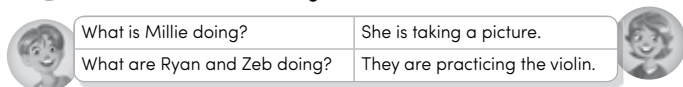
Dan is helping his friend.
Dan is helping his friend.
His friend fell down, but Dan's around.
Dan is helping his friend.

- Tell students to turn to **page 46**. Focus students' attention on part A. Play **audio track 049** again and pause the track after each verse. Tell students to fill in the blank spaces with the words that they hear and then match each sentence to the pictures.
- Choose students to make sentences aloud to check the answers.

A Find the eight students in the picture. Match.



B What are the students doing? Ask and answer. Then write.



- | | | | |
|-----------|---------------------|-----------------|-----------------------|
| 1. John | looking for his dog | 2. Ryan and Zeb | practicing the violin |
| 3. Millie | taking a picture | 4. Lisa | helping someone |
| 5. Paul | closing the door | 6. Dave | packing his backpack |
| 7. Mary | standing on a chair | | |

47

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

CDM Show students the correct answers on the screen.

Reading

B Read and answer. 10 min.

- Focus students' attention on the passage in the Reading section on **page 46**.
- Next, read the passage to the students, pausing after each sentence.
- Tell the students to fill in the blank spaces at the bottom of the page. Circulate and monitor the students, providing assistance where necessary. Make sure students are using the correct form of the verb.
- Finally, read the passage again, pausing after each sentence, and have the students repeat each sentence after you.

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

Speaking

A Find the eight students in the picture. Match.

5 min.

- Have students look at **page 47**. Ask them what they can see to elicit a busy library.
- Look at the eight characters underneath the picture and read out their names.
- Tell students to try to find the characters in the picture, and draw lines from the heads below to the characters. If students have difficulty, point out that the students are highlighted in the main picture.
- Give students 2–3 minutes to match the heads of the characters to the main picture.

CDM Show students the example.

- Circulate and monitor the students, providing assistance where necessary.

B Speaking activity 15 min.

- Focus students' attention on the model dialog. Select two students in the class to read the lines for each of the characters. **T** "Can you read the dialog? You be Alex, and you be Brian."
- Put students in pairs. Assign one student to be Student A and the other student as Student B. Have Student A ask Student B the question for numbers 1–4. Student B listens and answers. Student A should write the activities next to the names. **T** "Work with a partner. Student A, ask the question for numbers one to four. Student B, answer the questions."

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

- Give students 2–3 minutes to finish. Then Student B asks Student A the question for numbers 5–7 and Student A answers. **T** "OK. Now change. Student B asks the question for numbers five to seven, and Student A answers."
- Choose one student and ask him / her about number one. **T** "What is John doing?" **S** "He is looking for his dog." Continue to ask different students about the remaining characters to check that all students came up with the same answers.

More practice

Assign **pages 32 and 33** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 107**.



Lesson Objectives

Students will:

- encounter and explore a story linked to the theme of the unit
- be able to recognize and name the second eight key vocabulary items
- be able to ask and answer Y/N questions about what someone is doing at the present moment

Vocabulary Key words 2

| | | | |
|-------|--------|-------|-------|
| laugh | answer | give | enter |
| glue | cut | teach | rest |

Expansion Structure

• Present progressive with Y/N questions

Are they laughing? Yes, they are. / No, they aren't.

Materials

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

4 **A** **050** Listen and repeat.

Panel 1: Emma: "Brian, help me. I can't close my suitcase." Brian: "Hold on. I'm looking for my camera." OK.

Panel 2: Emma: "Are you taking pictures?" Brian: "Here, I'm sitting on it. Now you can close it." OK ... Thanks a lot, Brian.

Panel 3: Emma: "Yes, I am. You look funny."

B Role-play the story.

C Read the story again. Then answer.

1. What does Emma want to do?
☐ a. pack her backpack ☒ b. close her suitcase
2. What is Brian looking for?
☐ a. his suitcase ☒ b. his camera
3. What is Brian doing?
☒ a. taking pictures ☐ b. packing his bag

48

Warm-up 5 min.

Choose one student from the class who is currently doing something. Ask a second student what the first student is doing. **T** "What is Peter doing?" **S** "He is looking for his pen." Repeat with several other students. Vary questions by sometimes asking about one student, and other times asking about two or more to give students a chance to practice using both singular and plural forms.

Story

A **CD** **050** Listen and repeat. 5 min.

- Tell students to turn to **page 48**. Focus students' attention on the comic strip. Ask students two questions about the pictures and elicit answers.
 1. Point to Emma. **T** "Who is she?" (Emma)
 2. Point to Brian in frame 3. **T** "What is Brian doing?" (He's taking a picture.)
- Play **audio track 050**. The first time, students can just listen and follow along.
- Play the audio track a second time. Pause after each sentence and give students time to read and repeat.

CDM Show students the animated story on the screen.

B Role-play the story. 5 min.

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

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

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

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

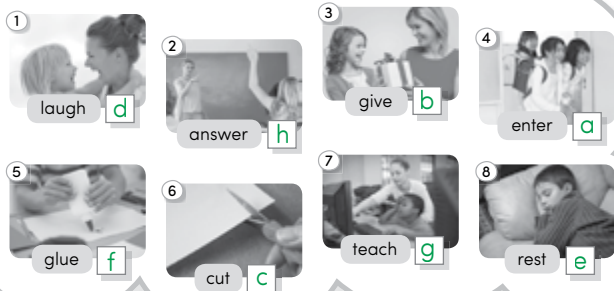
CDM Show students the correct answers on the screen.

Expand

A **CD** **051** Listen and say. 5 min.

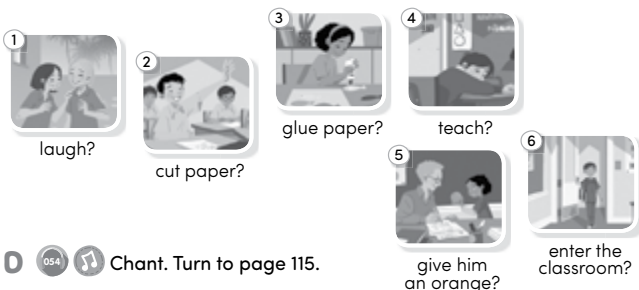
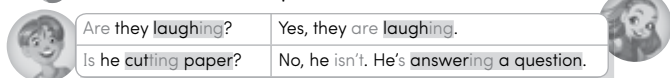
- Have students look at the vocabulary on **page 49**.
- Tell students to listen and repeat after the audio.
- Play **audio track 051**. Make sure the students are following along and repeating the words.

A 051 Listen and say.



B 052 Listen and write the letters.

C 053 Listen. Then look at the pictures. Ask and answer.



D 054 Chant. Turn to page 115.

Extra!

Choose an action and act it out. Ask your classmates to guess what you are doing.

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

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

B 052 Listen and write the letters.

5-10 min.

- Have students take out a pencil or pen.
- Tell students they should look at the pictures in part A and write the letter they hear next to each picture.
- Play **audio track 052**. There are pauses in the audio recording to give students time to write, but you may want to pause the track to give them additional time if necessary.
- Review answers, calling on individual students. **T** "What is A?"

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

C 053 Listen. Then look at the pictures. Ask and answer. 10 min.

- Focus the students' attention on the model dialog in part C. Play **audio track 053**.
- Split the class into two halves, A and B. Instruct group A to repeat the question aloud after you. Then have group B repeat the answer after you. Have groups switch roles and ask / answer again.

- Tell students to look at the six pictures. Put students in pairs and assign one student to be Student A and the other student to be Student B. Tell A to make a question based on picture 1. Student B responds.

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

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

Answers

1. Are they laughing? → Yes, they are laughing.
2. Is he cutting paper? → No, he isn't. He's answering a question.
3. Is she gluing paper? → Yes, she is gluing paper.
4. Is he teaching? → No, he isn't. He's resting.
5. Is she giving him an orange? → Yes, she is giving him an orange.
6. Is he entering the classroom? → Yes, he is entering the classroom.

D 054 Chant. 5-10 min.

- Tell students to turn to **page 115**. Play **audio track 054**. First, students listen and read the chant silently.
- Assign half of the class to read role 1 and the other half to read role 2.
- Play the audio track again. This time tell the students to read along to their part out loud.

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

Is he laughing?
Is he laughing?
Yes, he is. Yes, he is.
He is laughing at a joke.

Are they resting?
Are they resting?
No, they aren't. No, they aren't.
They are playing a game.

Is she cutting?
Is she cutting?
Yes, she is. Yes, she is.
She's cutting a paper heart.

Is he teaching?
Is he teaching?
No, he isn't. No, he isn't.
He's practicing the drums.

More practice

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

Lesson Objectives

Students will:

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

Materials

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

Warm-up 5 min.

- Print one set of flashcards (from lessons 1 and 3). Place the flashcards on the board or somewhere else in the classroom where students will be able to see them.
- Choose a card and point to it. Make a question based on the people in the picture. For example, for the word laugh, ask students: **T** "Are they laughing?" Students should respond with full sentences. **S** "Yes, they are laughing."
- Repeat with several other cards. Make sure that for some questions, the students' answer will be "No" based on the wrong vocabulary word in the question.

Connect

A CD 055 Listen and read. 10 min.

- Have students turn to **pages 50 and 51**.
- Point to the boy in the picture and explain that his name is Luke. Ask students if they can guess what Luke likes to do during the summer (he goes to a circus school). Tell the students that they are going to learn about Luke's time at circus school.
- Tell students to read along silently as they listen. Play **audio track 055**.
- Play the audio track again. This time, tell students to try to read aloud as they listen to the story.

CDM Show the animated slideshow.

B Answer the questions. 5 min.

- Focus students' attention on part B. Read the question and answer choices out loud.
- Tell students to try to circle the correct answers. Give students 1–2 minutes.



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

CDM Show students the correct answers on the screen.

C CD 056 Listen and write. 10 min.

- Have students turn to **page 52**. Give students directions about what they will hear. **T** "Let's listen. There are four students. They are talking about the reading. What do they say? Write the words that you hear."
- Play **audio track 056**.
- Check answers. Read the sentence up to the answer choice and then stop. Ask students which word they heard. Make sure all students have written the correct word.

1. Luke is walking on the tightrope.
2. Luke's teacher can juggle.
3. Luke practices on a tightrope for four hours each day.
4. Luke is hanging on the rings.

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

Connect 4

Here I am trying to balance. I am practicing to walk on a tightrope. I do this for two hours each day!

This is my favorite activity. I am hanging on the rings. It is a lot of work, but it is also a lot of fun!

B Answer the questions. Circle.

- What kind of school does Luke go to in the summer?
☐ a sports school ☒ b circus school ☐ c English school
- What is Luke's favorite activity?
☐ a juggling ☐ b walking on a tightrope ☒ c hanging on rings

51

C 056 Listen and write. Then answer the questions.

1

Luke is walking on the tightrope.

Is he right? ☒ Yes ☐ No

2

Luke's teacher can juggle.

Is she right? ☒ Yes ☐ No

3

Luke practices on a tightrope for four hours each day!

Is she right? ☐ Yes ☒ No

4

Luke is hanging on the rings.

Is he right? ☒ Yes ☐ No

D Which activities does Luke practice? Circle and say.

a

b

c

d

52

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

D Summary 5 min.

- Focus students' attention on part D at the bottom of **page 52**. Tell the students to re-read the text on **pages 50 and 51** and circle all of the activities that Luke says he practices. **T** "Which activities does Luke practice? Do you remember? Circle. Look at the text again."
- Check answers as a class.
- Call on students to make sentences using their answers. Stronger students can be encouraged to make several sentences and give a simple summary of the reading.
CDM Show students the correct answers on the screen.

More practice

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



Lesson Objectives

Students will:

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

Materials

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

Warm-up 5 min.

Act It

- Write "Are you ... ?" on the board.
- Tell students that you are going to perform an action without speaking. Choose one of the actions introduced as one of the key vocabulary items from the unit. The students need to guess what you are doing. Students should guess the action by using the question on the board.
- Encourage different students to make guesses until one student gets the correct answer.
- Once a student guesses correctly, invite that student to the front of the class to act out a different action for his / her classmates to guess.
- Students can choose their own action, or you can use the flashcards and have students select one action to perform.

Writing

A Read the example. Circle the actions.

5 min.

- Tell students to turn to **page 53**. Focus students' attention on the two paragraphs.
- Read each paragraph out loud and have students listen.
- Next, tell students to re-read the text by themselves and circle all of the actions.

CDM Show students the correct answers on the screen.

A Read the example. Circle the actions.

This is my friend. His name is Leon. He is looking for his pencil case in his backpack. And this is Julia. She is helping Holly to glue paper.

That is my teacher. His name is Mr. Atkins. He is teaching. He is standing at the whiteboard. He isn't sitting. And that is Alfie. He is tired. He is resting at his desk.

B Think of four people in your class. What are they doing? Use your imagination.

| Name | Action |
|--------|----------|
| Eric | resting |
| Anna | gluing |
| Esther | cutting |
| Anne | standing |

53

Review 10-15 min.

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

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

Writing preparation 10-15 min.

- Focus students' attention on the writing section at the bottom of **page 53**.
- Tell students to choose four of their classmates and write the names in the left column of the chart.
- Next, tell students to think of an activity that each of these classmates is doing. Encourage students to use their imagination. It doesn't have to be what the classmate is currently doing, but can be something amusing.
- Circulate and monitor the students, providing assistance where necessary.

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

Unit wrap-up 5 min.

- To wrap up the unit, ask students to turn to **page 86** in the Workbook.
- Make sure students have a pen or pencil.
- Direct students' attention to the words at the top of the page. Ask students to check all of the words they know. **T** "Look at the words. Check the words you know."
- Walk around the class to briefly gauge the words that students have difficulty with. If you see the same words unchecked by many of the students, review these words. Direct the students back to the pages that contain images of these words.
- Next, direct students' attention to the *I can* sentences on the second half of the page.
- Read out each sentence one by one, asking students to check the sentence if they can do it. Make sure that all students understand each sentence before moving on to the next.

I can sentences:

Speaking

1. I can name common actions.
2. I can talk about what people are doing at school.

Listening

3. I can understand when someone talks about what is happening in a classroom.
4. I can understand when someone asks a question about what people are doing in a classroom.

Reading

5. I can read and understand short passages about what people are doing in a classroom.

Writing

6. I can write a few sentences telling what people are doing at school.

Writing

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

Portfolio writing sample answer

Eric is resting.

Anna is gluing some paper.

Esther is cutting a picture.

Anne is standing next to the bookcase.

More practice

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

Unit Objectives

- Names of foods
- Talking about what there is or isn't in the kitchen

Lesson Objectives

Students will be able to:

- recognize and name the first eight key vocabulary items
- say what countable and uncountable food items they have and don't have in their kitchen

Vocabulary Key words 1

onions eggs chicken omelette
salt pepper butter oil

Core Structure

- Some and any with countable and uncountable nouns (do + have)**

Do they have any chicken? Yes, they have some chicken. /
No, they don't have any chicken.

Materials

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

Goal & Warm-up Question 5 min.

- Have students open their Student Book to **page 54**.
- Read the title of the lesson and the learning points.
- CDM** Go to the **Aims** page and play the audio.
- Ask students the focus question. **T** "What foods do you have at home?" Call on students individually to answer. If students have difficulty coming up with ideas, talk about some of the basic ingredients that can be found in most people's kitchens. Encourage different students to give different answers.

A 057 Listen and say. 5 min.

- Focus students' attention on the vocabulary list on the left-hand side of the page.
- Tell students to listen and repeat after the audio.
- T** "Listen to the words. Look at the pictures and say the words."
- Play **audio track 057**. Make sure the students are following along and repeating the words.
- Play the audio track again, and have students point at the images on the left of the page.
- CDM** Go to the **Introduction** page and play the audio.
- CDM** Use the **Word Game** function to provide students with further vocabulary practice.

A 057

Listen and say.



B 058

Look and listen.



C 059

Listen and write the letters on the picture.

B 058 Look and listen. 5 min.

- Focus students' attention on the main picture on **pages 54 and 55**.
- Talk about the main picture; explain the situation shown in the picture. **T** "The Kemp family are at home in their kitchen. They are cooking. Clare is cooking an omelette, and Steven is cooking chicken. The children are helping. Alex is cutting onions. Brian and Emma are helping to make more omelettes."
- Play **audio track 058**.

Emma: Hi! We're making lunch together! Dad is cooking **chicken** breasts on the stove. He cooks them in **oil**, and they taste so good! Alex is chopping **onions** for the chicken. Mom is making us **omelettes**. She is cooking them in **butter**. Brian is breaking more **eggs** for the omelettes. And I'm adding **salt** and **pepper**. Want to come over and eat?

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

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

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



D **060** Sing a song. Turn to page 116.

E Look at the picture and say.

He / She has **some** chicken.
He / She doesn't have **any** chicken.
We / They have **some** chicken.
We / They don't have **any** chicken.

Extra!

What's your favorite food? Ask a partner about his or hers.

55

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

- Play **audio track 059**. 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."
- After students have found all of the words, call on them to point to where each thing is.

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

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

D 060 Song 10 min.

- Tell students to turn to **page 116** where they will see the lyrics to the song. **T** "Let's listen to a song. Turn to page 116."
- Play **audio track 060**, and have students just listen the first time.
- Play the song again, but this time, encourage the students to sing along with the song.
CDM Show the animation and lyrics to the song to encourage students to sing along.

Do we have **any** eggs?
Do we have **any** eggs?
Yes, we have **some** eggs.
Yes, we have **some** eggs.
In the fridge, in the fridge, in the fridge.

Do we have **any** chicken?
Do we have **any** chicken?
No, we don't have **any** chicken.
No, we don't have **any** chicken.
In the house, in the house, in the house.

Do we have **any** butter?
Do we have **any** butter?
Yes, we have **some** butter.
Yes, we have **some** butter.
In the fridge, in the fridge, in the fridge.

Do we have **any** salt?
Do we have **any** salt?
No, we don't have **any** salt.
No, we don't have **any** salt.
On the table, on the table, on the table.

Do we have **any** onions?
Do we have **any** onions?
Yes, we have **some** onions.
Yes, we have **some** onions.
In the drawer, in the drawer, in the drawer.

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

- Tell students to look at the dialog box (part E) on **page 55**.
- Put students in pairs. **T** "Sit with a partner." Have them practice by reading the sentences in the box. **T** "Let's read together."
CDM Show students model sentences on the screen. Select from the eight key words to change the example dialog. Have students repeat after the audio each time.
- Have students look at the main picture and continue to make sentences using 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 make a sentence for the class.

More practice

Assign **pages 38 and 39** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 107**.

WB

Lesson Objectives

Students will:

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

Materials

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

Warm-up 5 min.

Tell students to look at the large picture on **pages 54 and 55**. As a review, ask students what they can see. Encourage different students to provide all of the words from vocabulary set 1 (introduced in lesson 1). Next, ask students to think of other food items they know the English word for and make a list on the board. Choose one student and ask him / her the question: **T** "What do you have?" Encourage the student to provide an answer using one of the words from the board. **S** "I have some sugar." Repeat with several other students in the class.


Song

A 061 Listen and sing. 15 min.

- Tell students to turn to the lyrics on **page 116**. Play **audio track 061**, and have students listen the first time.
- Play the song again, but this time, encourage the students to sing along with the song.

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





A 061 Listen and sing. Then circle and write *some* or *any*.

1. We have / don't have some  in the fridge.
2. We have / don't have any  in the house.
3. We have / don't have some  in the fridge.
4. We have / don't have any  on the table.
5. We have / don't have some  in the drawer.

B Read and answer.

Reading

Dear Steven,

I'll be home from work a little late today. Can you go to the store before the kids get home? We need a few things. We don't have any ① . We also need milk. We have some ② , but get some more. And get some ③  for dinner. We don't have any ④  either. So get some just in case.

Clare

What did Clare say?

1. They don't have any salt.
2. They have some eggs.
3. Get some chicken.
4. They don't have any onions.

Do we have any eggs?
Do we have any eggs?
Yes, we have some eggs.
Yes, we have some eggs.
In the fridge, in the fridge, in the fridge.

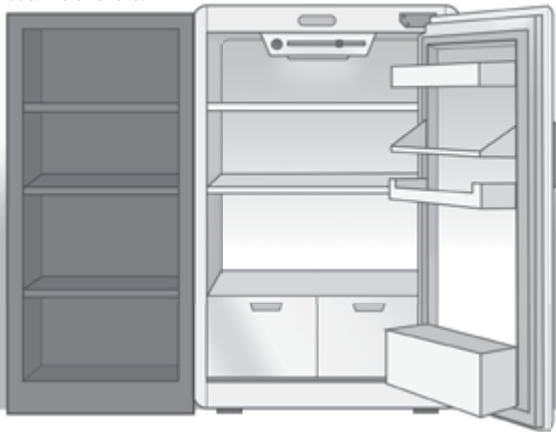
Do we have any chicken?
Do we have any chicken?
No, we don't have any chicken.
No, we don't have any chicken.
In the house, in the house, in the house.

Do we have any butter?
Do we have any butter?
Yes, we have some butter.
Yes, we have some butter.
In the fridge, in the fridge, in the fridge.

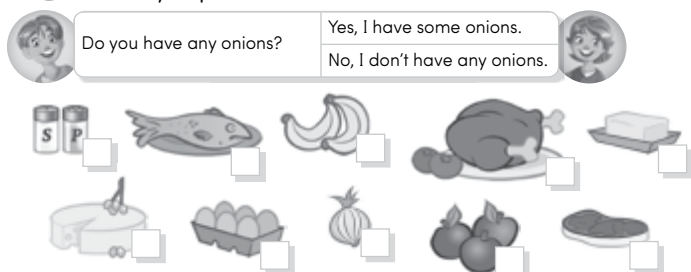
Do we have any salt?
Do we have any salt?
No, we don't have any salt.
No, we don't have any salt.
On the table, on the table, on the table.

Do we have any onions?
Do we have any onions?
Yes, we have some onions.
Yes, we have some onions.
In the drawer, in the drawer, in the drawer.

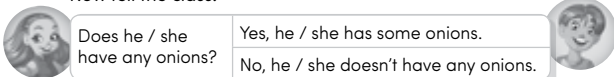
- A** Add food to the refrigerator and shelf. Use the stickers.



- B** What's in your partner's kitchen? Ask and answer. Then check.



Now tell the class.



57

Speaking

- A** Add food to the refrigerator and shelf. Use the stickers. **5 min.**

- Have students look at **page 57**. Ask them what they can see to elicit an empty refrigerator and shelf.
- Tell students to turn to the sticker page at the back of the book. Encourage students to choose the foods they like and add them to the refrigerator and shelf.
- Give students 2–3 minutes to choose their stickers.
- **CDM** Show students the example.
- Circulate and monitor the students, providing assistance where necessary.

- B** Speaking activity **15 min.**

- Focus students' attention on the model dialog. Select two students in the class to read the lines for each of the characters. **T** "Can you read the dialog? You be Alex, and you be Brian."
- Put students in pairs. Assign one student to be Student A and the other student as Student B. Have Student A ask Student B the questions first. Student B listens and answers. Student A should check all of the foods that Student B added in part A. **T** "Work with a partner. Student A, ask first. Student B, answer the questions."
- **CDM** Use the model dialog to demonstrate the answer / question exchange, and how to complete the activity in B.
- Give students two or three minutes to finish the activity. Then Student B asks Student A the questions and Student A answers. **T** "OK. Now change. Student B asks the questions, and Student A answers."
- Choose one student and ask him / her about his / her partner. **T** "Does he / she have any onions?" 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.

Reading

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

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

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

More practice

Assign **pages 40 and 41** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 108**.

WB

Lesson Objectives

Students will:

- encounter and explore a story linked to the theme of the unit
- be able to recognize and name the second eight key vocabulary items
- be able to ask Y/N questions about whether there are specific food items or not in singular and plural forms

Vocabulary Key words 2

| | | | |
|--------|-------|---------------|------------|
| muffin | lemon | hamburger | strawberry |
| toast | water | peanut butter | jam |

Expansion Structure

- **Some and any with countable and uncountable nouns (be + there)**

Is there any water? Yes, there is some water. / No, there isn't any water.

Materials

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



B Role-play the story.

C Read the story again. Then answer.

- Do they have any jam?
☐ a. yes ☒ b. no
- What is there in the fridge?
☒ a. strawberries ☐ b. strawberry jam
- What is Emma making?
☐ a. cake ☒ b. jam

58

Warm-up 5 min.

Ask students to turn to **page 57** in their Student Book to look at the refrigerator from the previous lesson. Choose a student and ask him / her a question about what food item he / she has. **T** "Do you have any butter?" to elicit an answer. **S** "Yes, I have some butter." Ask several students using different food items. (Choose from: salt and pepper, fish, bananas, chicken, butter, cheese, eggs, onion, apples, and meat.)

Story

A **CD** **062 Listen and repeat.** 5 min.

- Tell students to turn to **page 58**. Focus students' attention on the comic strip. Ask students two questions about the pictures and elicit answers.
 - Point to Clare. **T** "Who is she?" (Clare / Mom)
 - Point to the fifth frame. **T** "What room is this?" (the kitchen)
- Play **audio track 062**. The first time, students can just listen and follow along.
- Play the audio track a second time. Pause after each sentence and give students time to read and repeat.

CDM Show students the animated story on the screen.

B Role-play the story. 5 min.

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

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

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

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

CDM Show students the correct answers on the screen.

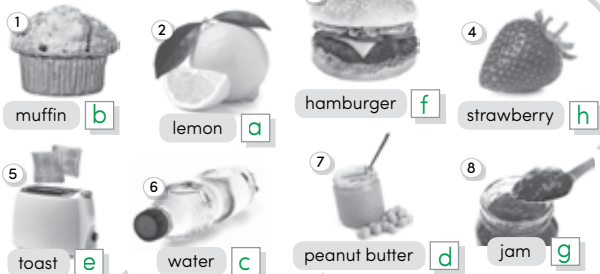
Expand

A **CD** **063 Listen and say.** 5 min.

- Have students look at the vocabulary on **page 59**.
- Tell students to listen and repeat after the audio.
- Play **audio track 063**. Make sure the students are following along and repeating the words.

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

A 063 Listen and say.



B 064 Listen and write the letters.

C 065 Listen. Then look at the pictures. Ask and answer.

| | |
|-------------------------------|--|
| Is there any water ? | Yes, there is some water . / No, there isn't any water . |
| Are there any lemons ? | Yes, there are some lemons . / No, there aren't any lemons . |



D 066 Chant. Turn to page 116.

Extra!

What foods do you like to eat for breakfast? Tell a partner.

other student to be Student B. Tell A to make a question based on picture 1. Student B responds.

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

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

Answers

1. Are there any strawberries? → No, there aren't any strawberries.
2. Is there any jam? → Yes, there is some jam.
3. Is there any toast? → No, there isn't any toast.
4. Are there any lemons? → Yes, there are some lemons.
5. Are there any hamburgers? → No, there aren't any hamburgers.
6. Is there any peanut butter? → Yes, there is some peanut butter.

D 066 Chant. 5-10 min.

- Tell students to turn to **page 116**. Play **audio track 066**. First, students listen and read the chant silently.
- Assign half of the class to read role 1 and the other half to read role 2.
- Play the audio track again. This time tell the students to read along to their part out loud.

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

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

B 064 Listen and write the letters.

5-10 min.

- Have students take out a pencil or pen.
- Tell students they should look at the pictures in part A and write the letter they hear next to each picture.
- Play **audio track 064**. There are pauses in the audio recording to give students time to write, but you may want to pause the track to give them additional time if necessary.
- Review answers, calling on individual students. **T** "What is A?"

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

C 065 Listen. Then look at the pictures. Ask and answer. 10 min.

- Focus the students' attention on the model dialog in part C. Play **audio track 065**.
- Split the class into two halves, A and B. Instruct group A to repeat the question aloud after you. Then have group B repeat the answer after you. Have groups switch roles and ask / answer again.
- Tell students to look at the six pictures. Put students in pairs and assign one student to be Student A and the

Is there any water?
Is there any water?
Yes, there is some water.
Here you go. Here you go.

Are there any lemons?
Are there any lemons?
Yes, there are some lemons.
Here you go. Here you go.

Is there any jam?
Is there any jam?
Yes, there is some jam.
Here you go. Here you go.

Are there any muffins?
Are there any muffins?
Yes, there are some muffins.
Here you go. Here you go.

More practice

Assign **pages 42 and 43** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 108**.

Lesson Objectives

Students will:

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

Materials

- Hang Out Student Book, Workbook
- CD and A/V equipment or Classroom Digital Materials
- Optional: flashcards (2 sets)

Warm-up

5 min.

Prepare two sets of the flashcards. Choose ten to twelve of the cards at random and stick them on the board so that students can see the cards. Try to include some duplicates. Ask students a question: ① "Is there any water?" Students should look at the cards on the board and answer based on the cards they can see. Repeat with a few of the other food items. After a few questions, swap some of the flashcards and continue. For duplicate cards, make sure that you use the plural form of the question and students are answering in the correct form, too.

Connect

A ⑥7 Listen and read. 10 min.

- Have students turn to **pages 60 and 61**.
- Point to some of the foods in the pictures and ask students if they know what each picture is of (yams, chicken, oranges, and milk).
- Tell students to read along silently as they listen. Play **audio track 067**.
- Play the audio track again. This time, tell students to try to read aloud as they listen to the story.

CDM Show the animated slideshow.

B Answer the questions. 5 min.

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

5 Health

A ⑥7 Listen and read.

EAT YOUR VITAMINS

Yams



Some foods are healthy for you. They have vitamins in them. Vitamins help you grow and be strong.

Vitamin A is good for your eyes and skin. It is in many foods, like eggs and milk. It is also in a lot of yellow or orange vegetables. There is a lot of vitamin A in carrots and yams.

Vitamin B gives you energy. Meat and cheese have a lot of vitamin B. But they can have a lot of fat, too. A lot of fat is not healthy. Fish and chicken also have vitamin B. There is not a lot of fat in fish and chicken.

Chicken



CDM Show students the correct answers on the screen.

⑥8 Listen and write. 10 min.

- Have students turn to **page 62**. Give students directions about what they will hear. ① "Let's listen. There are four students. They are talking about the reading. What do they say? Write the words that you hear."
- Play **audio track 068**.
- Check answers. Read the sentence up to the answer choice and then stop. Ask students which word they heard. Make sure all students have written the correct word.

1. Carrots and yams don't have a lot of vitamins.
2. Vitamin B gives you lots of energy.
3. The sun helps your body make vitamin D.
4. Vitamin A is good for your ears and skin.

- Play the audio track again for students to check their answers.
- Read sentence 1 to the students. Ask the students whether the girl is right. Tell students to circle Yes or No. Repeat for the rest of the sentences. Encourage students to use the text to help them answer.
- Check answers as a class.

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

Connect 5

Oranges

Vitamin C repairs your body. Many fruits and vegetables have a lot of vitamin C. For example, there is a lot of vitamin C in oranges, strawberries, and broccoli. You need vitamin C every day.

Milk

Vitamin D is good for your bones and teeth. The sun helps your body make vitamin D. Milk and fish also have lots of vitamin D.


Eat healthy food every day. You will feel great!


B Answer the questions. Circle.


- Which foods can have lots of fat?
☒ a cheese and meat ☐ b yams and carrots ☐ c oranges and broccoli
- Which vitamin is good for your bones?
☐ a vitamin A ☐ b vitamin B ☒ c vitamin D


61

5 C Listen and write. Then answer the questions.




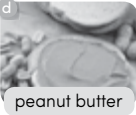
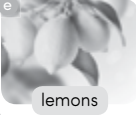
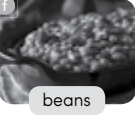


1  Carrots and yams don't have a lot of vitamins.
Is she right? Yes ☐ No ☒

2  Vitamin B gives you lots of energy.
Is she right? Yes ☒ No ☐

3  The sun helps your body make vitamin D.
Is he right? Yes ☒ No ☐

4  Vitamin A is good for your ears and skin!
Is he right? Yes ☐ No ☒

D Which foods does the article mention? Circle and say.

| | | | |
|--|--|---|---|
|  <u>eggs</u> |  <u>carrots</u> |  <u>cheese</u> |  peanut butter |
|  lemons |  beans |  <u>milk</u> |  <u>fish</u> |

62

D Summary 5 min.

- Focus students' attention on part D at the bottom of **page 62**. Tell the students to re-read the text on **pages 60 and 61** and circle all of the foods that are mentioned in the text. **T** "Which foods does the article mention? Do you remember? Circle. Look at the text again."
- Check answers as a class.
- Call on students to make sentences using their answers. Stronger students can be encouraged to make several sentences and give a simple summary of the reading.

CDM Show students the correct answers on the screen.

More practice

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

WB

Lesson Objectives

Students will:

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

Materials

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

Warm-up 5 min.

Picture It

- Choose one of the key words (a food) from the unit.
- Write "Is there any ... ?" and "Are there any ... ?" on the board.
- Without speaking, draw the food on the board.
- Ask students to guess what it is. Tell students to raise their hands and choose one student. Encourage students to answer by using the start of the question on the board. For example: **S** "Is there any butter?"
- If the student guesses correctly, answer using a full sentence. **T** "Yes, there is some butter." If the student guesses incorrectly, answer in the negative. **T** "No, there isn't any milk." Choose another student to make a guess.
- Once a student has guessed correctly, invite him / her to the board to draw the next item.

Writing

A Read the example. Circle what the person has and underline what the person doesn't have. 5 min.

- Tell students to turn to **page 63**. Focus students' attention on the two paragraphs.
- Read each paragraph out loud and have students listen.
- Next, tell students to re-read the text by themselves and circle what the person says they have and underline what the person says they don't have.

CDM Show students the correct answers on the screen.

A Read the example. Circle what the person has and underline what the person doesn't have.

I like cooking. I have a lot of food at home. I have eggs and onions. I also have some butter. I don't have any pepper. I want to eat a hamburger. But there aren't any hamburgers. I think I will make an omelette tonight.

In my kitchen, there are some lemons and strawberries. I like fruit. There is also some peanut butter. There isn't any jam. I can make strawberry jam!

B Think about the food in your kitchen at home. Fill in the chart.

| Have | Don't have |
|----------------------|---------------------|
| <u>onions</u> | <u>strawberries</u> |
| <u>eggs</u> | <u>jam</u> |
| <u>butter</u> | <u>cheese</u> |
| <u>lemons</u> | <u>chips</u> |
| <u>peanut butter</u> | <u>fish</u> |

Review 10-15 min.

- Have students turn to **pages 54 and 55**.
- Direct students' attention to the main picture. **T** "Look at the picture." Call out a letter from a-h and ask students to say the word together, based on their answers from lesson 1. **T** "A. What is the word?"
- Repeat by calling on individual students, saying a letter, and asking students to say the word.
- Direct students to part E on **page 55**.
- Put students in pairs and have them practice making sentences by reading the sentences in the box. **T** "Student A, you are Steven. Make a sentence."
- Have students look at the main picture and continue to ask questions about the key vocabulary in the main picture.
- Next, have students turn to **page 59**.
- Tell students to look at the vocabulary in part A.
- Call out a number from 1-8 and ask individual students to say the word. **T** "One. Sarah, what is the word?"
- Repeat with a different student for all eight words.
- Direct students to part C.
- Put students in pairs and assign one student to be Student A and the other student to be Student B. Tell A to make a question based on picture 1. Student B responds. **T** "Student A, make a question for picture number one. Student B, answer."

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

Writing preparation 10-15 min.

- Focus students' attention on the writing section at the bottom of **page 63**.
- Tell students to think about all of the food they have at home. Ask students to write the names of five foods they have at home in the left column. Then ask students to think about foods they like, but that they don't have at home. Tell students to fill in the right column with five foods that they don't have.
- Circulate and monitor the students, providing assistance where necessary. If students have difficulty with spelling, encourage them to look back through lessons 1 and 3 for words that have been introduced in this unit. Otherwise, write new words on the board.

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

Unit wrap-up 5 min.

- To wrap up the unit, ask students to turn to **page 88** in the Workbook.
- Make sure students have a pen or pencil.
- Direct students' attention to the words at the top of the page. Ask students to check all of the words they know. **T** "Look at the words. Check the words you know."
- Walk around the class to briefly gauge the words that students have difficulty with. If you see the same words unchecked by many of the students, review these words. Direct the students back to the pages that contain images of these words.
- Next, direct students' attention to the *I can* sentences on the second half of the page.
- Read out each sentence one by one, asking students to check the sentence if they can do it. Make sure that all students understand each sentence before moving on to the next.

I can sentences:

Speaking

1. I can name different foods in a kitchen.
2. I can say what foods people have and don't have.
3. I can ask and answer questions about what foods there are.

Listening

4. I can understand when someone talks about different foods and if people have them.
5. I can understand when someone asks a question about what foods there are.

Reading

6. I can read and understand short passages about food and what foods people have and don't have.

Writing

7. I can write a few sentences telling what foods there are in a kitchen.

Writing

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

Portfolio writing sample answer

In our kitchen at home, we have some onions.
We don't have any strawberries.
There is some butter.
There aren't any chips.

More practice

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

Unit Objectives

- Activities at a party
- Talking about what people did at a party

Lesson Objectives

Students will be able to:

- recognize and name the first eight key vocabulary items
- use the past form of irregular verbs to say what they did in the recent past

Vocabulary Key words 1

run around make snacks swim eat
drink blow up balloons wear costumes sing

Core structure

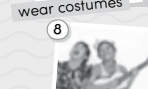
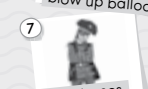
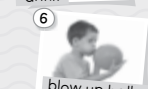
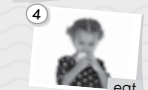
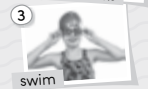
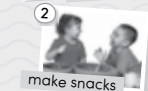
- **Simple past (irregular verbs) with information questions**
What did he do? He drank juice.

Materials

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

A 069

Listen and say.



64

B 070

Look and listen.



C 071

Listen and write the letters on the picture.

Goal & Warm-up Question 5 min.

- Have students open their Student Book to **page 64**.
- Read the title of the lesson and the learning points.
- **CDM** Go to the **Aims** page and play the audio.
- Ask students the focus question. **T** "What did you do at your last party?" Call on students individually to answer. If students have difficulty coming up with ideas, talk about a party or an event you recently went to. Encourage different students to give different answers.

A 069 Listen and say. 5 min.

- Focus students' attention on the vocabulary list on the left-hand side of the page.
- Tell students to listen and repeat after the audio.
- **T** "Listen to the words. Look at the pictures and say the words."
- Play **audio track 069**. Make sure the students are following along and repeating the words.
- Play the audio track again, and have students point at the images on the left of the page.
- **CDM** Go to the **Introduction** page and play the audio.
- **CDM** Use the **Word Game** function to provide students with further vocabulary practice.

B 070 Look and listen. 5 min.

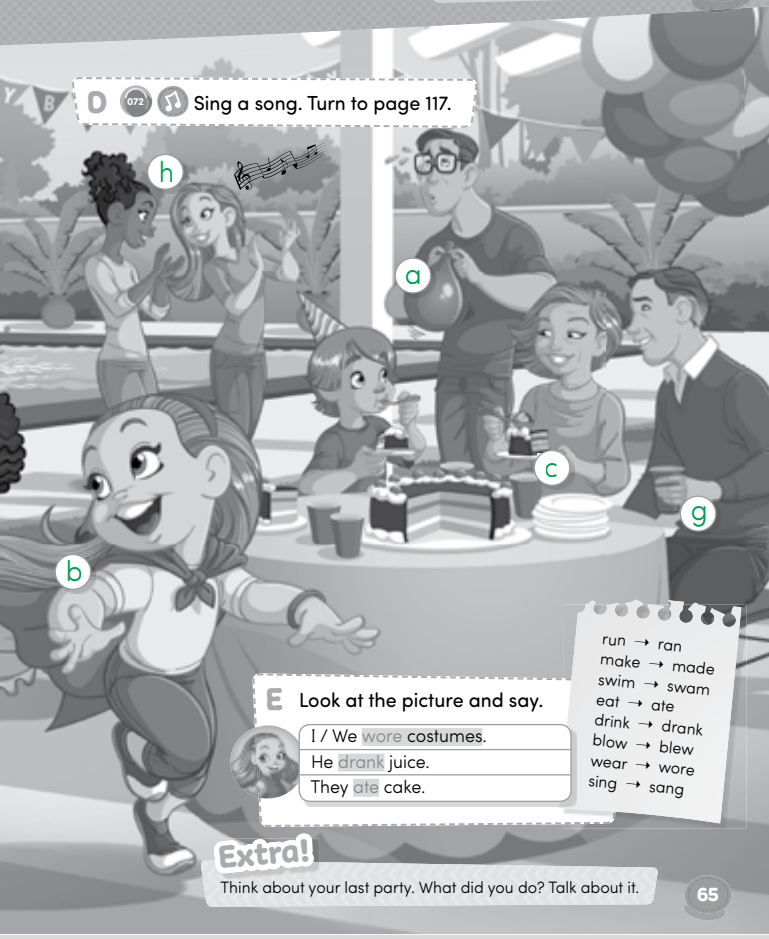
- Focus students' attention on the main picture on **pages 64 and 65**.
- Talk about the main picture; explain the situation shown in the picture. **T** "Brian had his birthday recently. This was his party. Everyone had a great time. Can you see Brian? He ate birthday cake. His brother, Alex, swam in the pool. There is Emma and her friend. They wore costumes and ran around. It looks like it was a fun party!"
- Play **audio track 070**.

Brian: Wow! Happy birthday to me! I had my birthday party today. It was a lot of fun. There were lots of things to do. My dad **blew up balloons**. Chloe and Emma **wore costumes**. They also **ran around**. Alex **swam** in the pool. My grandparents **drank** lemonade. And I **ate** cake. I ate a lot of cake. It was a great day.

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

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

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



I went to a party. It was fun.

What **did** you do? What **did** you do?
I **blew up** balloons. I **blew up** balloons.
I **blew up** balloons at the party.

He went to a party. It was fun.

What **did** he do? What **did** he do?
He **made** snacks. He **made** snacks.
He **made** snacks at the party.

I went to a party. It was fun.

What **did** you do? What **did** you do?
I **swam** in the pool. I **swam** in the pool.
I **swam** at the party.

She went to a party. It was fun.

What **did** she do? What **did** she do?
She **wore** a costume. She **wore** a costume.
She **wore** a costume at the party.

They went to a party. It was fun.

What **did** they do? What **did** they do?
They **ran** around. They **ran** around.
They **ran** around at the party.

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

- Tell students to look at the dialog box (part E) on page 65.
- Put students in pairs. **T** "Sit with a partner." Have them practice by reading the sentences in the box. **T** "Let's read together."

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

- Have students look at the main picture and continue to make sentences using 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 make a sentence for the class.

C **071** Listen and write the letters on the picture. 5-10 min.

- Play **audio track 071**. 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."
- After students have found all of the words, call on students to point to where each activity is.
CDM To review key vocabulary, use the **Key Words** and **Flash Cards** functions.
CDM Repeat the activity with drag-and-drop labels.

D **072** Song 10 min.

- Tell students to turn to **page 117** where they will see the lyrics to the song. **T** "Let's listen to a song. Turn to page 117."
- Play **audio track 072**, and have students just listen the first time.
- Play the song again, but this time, encourage the students to sing along with the song.
CDM Show the animation and lyrics to the song to encourage students to sing along.

More practice

Assign **pages 46 and 47** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 108**.



Lesson Objectives

Students will:

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

Materials

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

Warm-up

5 min.

Tell students to look at the large picture on **pages 64 and 65**. As a review, ask students what they can see. Encourage different students to provide all of the words from vocabulary set 1 (introduced in lesson 1). Next, ask students to think about what they did in their free time last weekend. Choose a student and ask him / her: **T** "What did you do last weekend?" to elicit a response. **S** "I swam." Call on different students to talk about themselves, and encourage them to use different answers.


Song

A CD 073 Listen and sing. 15 min.

- Tell students to turn to the lyrics on **page 117**. Play **audio track 073**, and have students listen the first time.
- Play the song again, but this time, encourage the students to sing along with the song.

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

Listen and sing. Then circle and write.

- | | | | |
|---------|--|---|------------------|
| 1. I |  |  | blew up balloons |
| 2. He |  |  | made snacks |
| 3. I |  |  | swam in the pool |
| 4. She |  |  | wore a costume |
| 5. They |  |  | ran around |


B Read and answer.




Reading

email

Dear Tim,

Hello! How are you? I hope Canada is great. We miss you.

Brian's birthday party was yesterday. It was fun! Brian ^① .

I ^②  and made funny voices! We ^③  and ^④ .

Everyone had a great time! What did you do at your birthday party?

Talk to you later,

Alex

What did they do at the party?

| | |
|--------------------------------|---------------------------------|
| 1. Brian <u>wore a costume</u> | 2. Alex <u>blew up balloons</u> |
| 3. They <u>ate cake</u> | 4. They <u>drank</u> |

66

I went to a party. It was fun.

What **did** you do? What **did** you do?

I **blew up** balloons. I **blew up** balloons.

I **blew up** balloons at the party.

He went to a party. It was fun.

What **did** he do? What **did** he do?

He **made** snacks. He **made** snacks.

He **made** snacks at the party.

I went to a party. It was fun.

What **did** you do? What **did** you do?

I **swam** in the pool. I **swam** in the pool.

I **swam** at the party.

She went to a party. It was fun.

What **did** she do? What **did** she do?

She **wore** a costume. She **wore** a costume.

She **wore** a costume at the party.

They went to a party. It was fun.

What **did** they do? What **did** they do?

They **ran** around. They **ran** around.

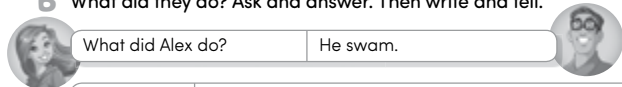
They **ran** around at the party.

- Tell students to turn to **page 66**. Focus students' attention on part A. Play audio **track 073** again and pause the track after each verse. Tell students to circle the correct pictures and then write the actions using the past form of the verb.

- A** Add Emma, Brian, and Alex to the picture.
Use the stickers.



- B** What did they do? Ask and answer. Then write and tell.



| | |
|-------|-------|
| Alex | _____ |
| Brian | _____ |
| Emma | _____ |

67

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

CDM Show students the correct answers on the screen.

Reading

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

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

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

Speaking

- A** Add Emma, Brian, and Alex to the picture.
Use the stickers. **5 min.**

- Have students look at **page 67**. Ask them what they can see to elicit that it is the Kemp family's backyard.
 - Tell students to turn to the sticker page at the back of the book. Encourage students to choose one sticker for each of the three characters (three stickers in total) and stick them in or around the pool on **page 67**.
 - Give students 2–3 minutes to choose their stickers.
- CDM** Show students the example.
- Circulate and monitor the students, providing assistance where necessary.

- B** Speaking activity **15 min.**

- Focus students' attention on the model dialog. Select two students in the class to read the lines for each of the characters. **T** "Can you read the dialog? You be Clare, and you be Steven."
- Put students in pairs. Assign one student to be Student A and the other student as Student B. Have Student A ask Student B the questions first. Student B listens and answers based on where he / she put the stickers in part A. Student A should write the activities next to the name of each character. **T** "Work with a partner. Student A, ask first. Student B, answer the questions."

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

- Give students two or three minutes to finish the activity. Then Student B asks Student A the questions and Student A answers. **T** "OK. Now change. Student B asks the questions, and Student A answers."
- Choose one student and ask him / her about his / her partner's choices. **T** "What did Alex do?" The student should respond with whatever his / her partner chose for part A. 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 48 and 49** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 108**.



Lesson Objectives

Students will:

- encounter and explore a story linked to the theme of the unit
- be able to recognize and name the second eight key vocabulary items
- be able to ask and answer Y/N questions using the past form of regular verbs

Vocabulary Key words 2

| | |
|-----------------|-----------------|
| dance | listen to music |
| play games | watch a movie |
| open presents | color pictures |
| talk to friends | clean up |

Expansion Structure

• Simple past (regular verbs) with Y/N questions

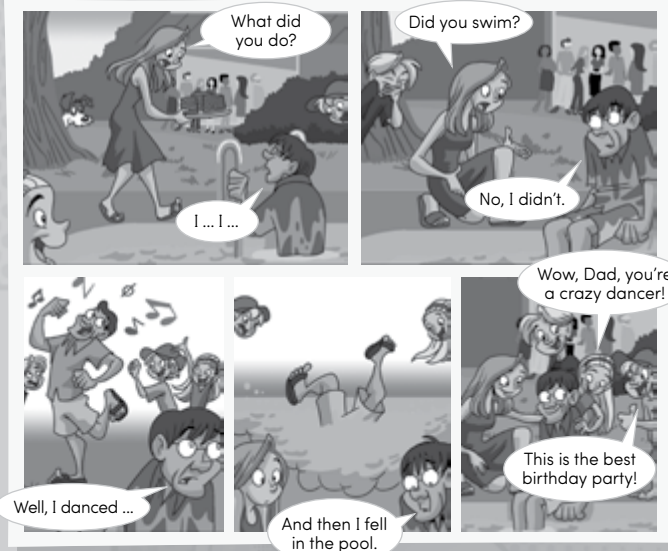
Did she dance? Yes, she did. / No, she didn't.

Materials

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



Listen and repeat.



B Role-play the story.

C Read the story again. Then answer.

1. What did Steven do?
☒ a. He danced. ☐ b. He swam.
2. Why is Steven wet?
☐ a. It rained. ☒ b. He fell in the pool.
3. What does Brian think of the party?
☒ a. It's the best. ☐ b. It's boring.

68

Warm-up 5 min.

Ask students to turn to **page 67** in their Student Book to look at the party scene from the previous lesson. Choose a student and ask him / her a question about what Alex, Brian, or Emma did. **T** "What did Alex do?" to elicit an answer. **S** "He swam." Ask several students the same question about the other characters. Students should answer based on the stickers they chose in part A.

Story

A 074 Listen and repeat. 5 min.

- Tell students to turn to **page 68**. Focus students' attention on the comic strip. Ask students two questions about the pictures and elicit answers.
 1. Point to Steven. **T** "Who is he?" (Steven / Dad)
 2. Point to the swimming pool. **T** "What is that?" (a swimming pool)
- Play **audio track 074**. The first time, students can just listen and follow along.
- Play the audio track a second time. Pause after each sentence and give students time to read and repeat.

CDM Show students the animated story on the screen.

B Role-play the story. 5 min.

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

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

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

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

CDM Show students the correct answers on the screen.

Expand

A 075 Listen and say. 5 min.

- Have students look at the vocabulary on **page 69**.
- Tell students to listen and repeat after the audio.
- Play **audio track 075**. Make sure the students are following along and repeating the words.

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

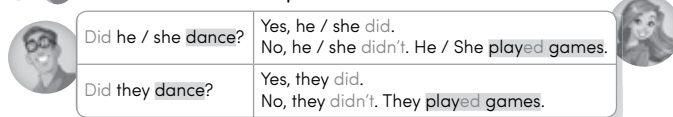
CDM Use the **Word Game** function to provide students with further vocabulary practice.

A 075 Listen and say.



B 076 Listen and write the letters.

C 077 Listen. Then look at the pictures. Ask and answer.



D 078 Chant. Turn to page 117.

Extra!

What's another fun activity to do at a party? Draw a picture.

69

B 076 Listen and write the letters.

5-10 min.

- Have students take out a pencil or pen.
- Tell students they should look at the pictures in part A and write the letter they hear next to each picture.
- Play **audio track 076**. There are pauses in the audio recording to give students time to write, but you may want to pause the track to give them additional time if necessary.
- Review answers, calling on individual students. **T** "What is A?"

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

C 077 Listen. Then look at the pictures. Ask and answer. 10 min.

- Focus the students' attention on the model dialog in part C. Play **audio track 077**.
- Split the class into two halves, A and B. Instruct group A to repeat the question aloud after you. Then have group B repeat the answer after you. Have groups switch roles and ask / answer again.
- Tell students to look at the six pictures. Put students in pairs and assign one student to be Student A and the other student to be Student B. Tell A to make a question based on picture 1. Student B responds.

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

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

Answers

1. Did they color pictures? → No, they didn't. They drew pictures.
2. Did he dance? → No, he didn't. He talked to friends.
3. Did he listen to music? → No, he didn't. He played games.
4. Did they watch a movie? → No, they didn't. They danced.
5. Did she open presents? → Yes, she did.
6. Did they clean up? → Yes, they did.

D 078 Chant. 5-10 min.

- Tell students to turn to **page 117**. Play **audio track 078**. First, students listen and read the chant silently.
- Assign half of the class to read role 1 and the other half to read role 2.
- Play the audio track again. This time tell the students to read along to their part out loud.

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

The party was great. The party was great.
Did you dance? Did you dance?
Yes, I did. Yes, I did.
I danced at the party.

The party was great. The party was great.
Did he listen to music? Did he listen to music?
No, he didn't. No, he didn't.
He watched a movie at the party.

The party was great. The party was great.
Did she play games? Did she play games?
Yes, she did. Yes, she did.
She played games at the party.

The party was great. The party was great.
Did they talk to friends? Did they talk to friends?
No, they didn't. No, they didn't.
They cleaned up at the party.

More practice

Assign **pages 50 and 51** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 109**.

WB

BIRTHDAYS

Around the World!

Children around the world celebrate birthdays in many ways.

A birthday party



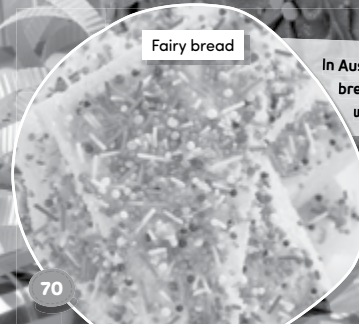
In Mexico, children hit piñatas (pin-YA-tas) on their birthdays. Piñatas are made out of paper. Some of them look like animals. There is candy inside piñatas. Children try to break them open. When they open, candy falls out.

Hitting a piñata



Fairy bread

In Australia, children sometimes eat "fairy bread" on their birthdays. It is a piece of bread with butter and sprinkles on top of it. Yum!



70

Warm-up 5 min.

Tell students to think about the last party that they went to. Choose one of the activities introduced in the unit. Ask students a question. **T** "Did you dance?" Tell students to raise their hands if the answer is yes. Repeat with several other activities. After each question, record how many students say yes with tally marks on the board. At the end, ask students what the most popular activity is based on the marks on the board.

Connect

A 079 Listen and read. 15 min.

- Have students turn to **pages 70 and 71**.
- Point to the children in the first picture. Ask students if they know what they are doing (having a birthday party). Tell the students that they are going to learn about how children celebrate birthdays in different parts of the world.
- 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.

CDM Show the animated slideshow.

B Answer the questions. 5 min.

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

CDM Show students the correct answers on the screen.

080 Listen and write. 10 min.

- Have students turn to **page 72**. Give students directions about what they will hear. **T** "Let's listen. There are four students. They are talking about the reading. What do they say? Write the words that you hear."
- Play **audio track 080**.
- Check answers. Read the sentence up to the answer choice and then stop. Ask students which word they heard. Make sure all students have written the correct word.

- Birthday parties are the same everywhere.
- There are lots of vegetables inside piñatas.
- Children in Australia eat fairy bread on their birthdays.
- Koreans have a party when a baby is 50 days old.

- Play the audio track again for students to check their answers.
- Read sentence 1 to the students. Ask the students whether the boy is right. Tell students to circle Yes or No. Repeat for the rest of the sentences. Encourage students to use the text to help them answer.
- Check answers as a class.

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

Connect 6

A Korean party

Children in Korea have a lot of parties. Parents usually have a party when their baby is 100 days old. Then they have another party when a baby turns one year old. There is a lot of food! Koreans eat seaweed soup on their birthdays.

Seaweed soup

B Answer the questions. Circle.

- What's inside a piñata?
☒ a candy ☐ b rice ☐ c sprinkles
- What do Koreans eat on their birthdays?
☐ a bread ☐ b butter ☒ c seaweed soup

71

6

C Listen and write. Then answer the questions.



Is he right? Yes ☐ No ☒



Is she right? Yes ☐ No ☒

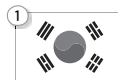


Is he right? Yes ☒ No ☐



Is she right? Yes ☐ No ☒

D Match the country to the food.



Korea



Mexico



Australia



72

D Summary 5 min.

- Focus students' attention on part D at the bottom of **page 72**. Tell the students to re-read the text on **pages 70 and 71** and match the country to the food.
- 🗣️ "Which country is each food from? Do you remember? Draw a line. Look at the text again."
- Check answers as a class.
- Call on students to make sentences using their answers. Stronger students can be encouraged to make several sentences and give a simple summary of the reading.

CDM Show students the correct answers on the screen.

More practice

Assign **page 52** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 109**.

WB

Lesson Objectives

Students will:

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

Materials

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

Warm-up

5 min.

Snowman

- Choose one of the key phrases from lesson 1 or lesson 3. Draw a blank space for each letter in the word on the board, separated by slashes for multiple words. For example, if the phrase is *clean up* draw 5 blank spaces, followed by a slash, and two more blank spaces.
- Tell students they need to guess the phrase you are thinking of by guessing which letters are in the word.
- Choose a student to call out a letter. If that letter is in the phrase, write it in the blank space. However, if the letter does not appear in the phrase, draw one part of the snowman (see below) and write the letter on the board to show that it has already been guessed.
- To draw the snowman, for the first incorrect answer, draw a large circle at the bottom for the body. For the next incorrect answer, a middle circle, followed by a third circle for the head. For subsequent incorrect answers, draw two sticks for arms, two eyes, a nose, and finally a frown for a total of nine incorrect answers.
- The game finishes when either the students can guess the word correctly, or the snowman is completed.
- Start off by using the words in the base form. Once students are comfortable with the game, you can use the past form of the verbs to give students the chance to practice both.

Writing

A Read the example. Circle what they did at the party. 5 min.

- Tell students to turn to **page 73**. Focus students' attention on the two paragraphs.
- Read each paragraph out loud and have students listen.

A Read the example. Circle what they did at the party.

My last party was in February. It was a school party. It was great fun. Before the party, we made snacks. We also blew up balloons. At the party, we ate a lot of food and drank juice and water.

My friends and I had a great time. Isana and Peter danced. He is a good dancer. My friend Ben played many games. After the party, we cleaned up. I love parties!

B Think about your last party.

| | |
|--|--|
| When was the party? | in <u>March</u> |
| What was it for? | <input checked="" type="checkbox"/> birthday party <input type="checkbox"/> New Year's Eve party <input type="checkbox"/> other (_____) party |
| What did you do before and at the party? | <u>made snacks</u> <u>blew up balloons</u> <u>sang</u> |
| What did your friends / family do? | <u>played games</u> <u>cleaned up</u> <u>ate a lot of food</u> |

73

- Next, tell students to re-read the text by themselves and circle all of the activities that are mentioned.

CDM Show students the correct answers on the screen.

Review 10-15 min.

- Have students turn to **pages 64 and 65**.
- Direct students' attention to the main picture.
T "Look at the picture." Call out a letter from a-h and ask students to say the word together, based on their answers from lesson 1. **T** "A. What is the word?"
- Repeat by calling on individual students, saying a letter, and asking students to say the word.
- Direct students to part E on **page 65**.
- Put students in pairs and have them practice making sentences by reading the sentences in the box.
T "Student A, you are Emma. Make a sentence."
- Have students look at the main picture and continue to make sentences about the key vocabulary in the main picture.
- Next, have students turn to **page 69**.
- Tell students to look at the vocabulary in part A.
- Call out a number from 1-8 and ask individual students to say the word. **T** "One. Sarah, what is the word?"
- Repeat with a different student for all eight words.
- Direct students to part C.

- Put students in pairs and assign one student to be Student A and the other student to be Student B. Tell A to make a question based on picture 1. Student B responds. **T** "Student A, make a question for picture number one. Student B, answer."
- Then students switch roles. Student B makes the question for picture 2, and Student A responds. **T** "Now, Student B, make a question for picture number two. Student A, answer."
- Students continue until they have talked about all the pictures.

Writing preparation 10-15 min.

- Focus students' attention on the writing section at the bottom of **page 73**.
- Tell students to think about their last party. Then tell students to look at the chart in part B and answer the questions. Let students know that they only need to make notes in the chart and that it isn't important to be making full sentences here.
- Circulate and monitor the students, providing assistance where necessary.

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

Unit wrap-up 5 min.

- To wrap up the unit, ask students to turn to **page 90** in the Workbook.
- Make sure students have a pen or pencil.
- Direct students' attention to the words at the top of the page. Ask students to check all of the words they know. **T** "Look at the words. Check the words you know."
- Walk around the class to briefly gauge the words that students have difficulty with. If you see the same words unchecked by many of the students, review these words. Direct the students back to the pages that contain images of these words.
- Next, direct students' attention to the *I can* sentences on the second half of the page.
- Read out each sentence one by one, asking students to check the sentence if they can do it. Make sure that all students understand each sentence before moving on to the next.

I can sentences:

Speaking

1. I can name activities at a party.
2. I can say what people did or didn't do at a party.
3. I can ask and answer questions about activities at a party.

Listening

4. I can understand when someone talks about a party and what happened there.
5. I can understand when someone asks a question about what happened at a party.

Reading

6. I can read and understand short passages about parties and what people do there.

Writing

7. I can write a few sentences telling what happened at a party.

Writing

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

Portfolio writing sample answer

My last party was in July.
It was a birthday party.
I ran around and wore costumes.
I also listened to music and played games.
My friend blew up balloons and sang.
My friend also danced and talked to friends.

More practice

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

A Write the words. 10 min.

- Tell students to open their Student Book to **page 74**.
- Point to each of the pictures on the page. Say the word, and have students repeat.
- Make sure each student has something to write with.
- Point to picture 3 across (water) and ask students what it is. Write the word *water* on the board. Tell students to fill in the squares for 3 across on the puzzle.
- Tell students to look at the rest of the pictures and fill in the remaining squares.
- Encourage students to look back over units 4–6 to help with finding the answers and correct spelling.
- If students are having a difficult time with the words, or for weaker groups, you can write the list of words on the board.

B 081 Listen. Then circle. 10 min.

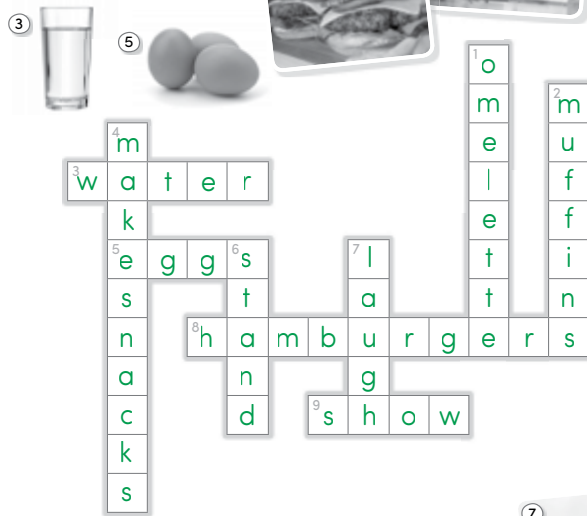
- Tell students they will listen to two children speaking. The first time, students should just listen.
- Play **audio track 081**.

Girl: What are you doing?
 Boy: I'm looking at pictures of the party.
 Girl: Let's see! What are Pam and Suzie doing?
 Boy: They're taking a picture of the food at the party!
 Girl: Mmm! It looks good. There's some chicken. Is Tom eating peanut butter?
 Boy: Yes, he is. He ate all the peanut butter at the party.
 Girl: Do you have any more pictures of the party?
 Boy: No, I don't have any more.
 Girl: What did you do at the party?
 Boy: I blew up balloons.
 Girl: Did you dance, too?
 Boy: No, I didn't. But I sang.

- Next, read the four questions on **page 75**. Then point to the two answer choices for each question (a and b), and ask students to say what they can see.
- Make sure each student has something to write with. Tell the students they are going to listen to the two children talking again. This time, students should circle the correct answer choice.
- Play **track 081** again. If students struggle to keep up, pause the track after each answer is mentioned.
- Review answers as a class. Read the question, and call on different students to provide the answers.
- (Optional) Play **track 081** one more time to give students a chance to listen for any answers they may have missed the first time.

A Write the words.

Across



Down



C Read and circle. 5 min.

- Focus students' attention on part C on **page 75**.
- Read each sentence or question out loud, including both of the possible answer choices. For example, **T** "Number one. He is / are taking a picture." Have students repeat after you for each sentence / question.
- Next, elicit the correct answer choice for sentence 1. Say to students: **T** "He is taking a picture or he are taking a picture?" Encourage students to provide the answer (is). Tell students to circle the word *is*.
- Now tell students to read each sentence by themselves and circle the correct word.
- Monitor and provide assistance if necessary.
- Give students 2–3 minutes to complete the activity.
- Go over answers as a class. Starting with sentence 2, choose a student and ask him / her to read out the correct sentence for each item. Make sure all students have circled the correct word.

D Look and read. Write Yes or No.

- Have students look at **page 76** and focus students' attention on the picture.
- Next, read the example sentence. **T** "The father and mother are laughing." Tell students to look at the picture and say whether this is true or not.
- Tell students to get their pencils ready. Read sentence number 1 and have students repeat. Tell students to look at the picture to find the answer and write either Yes or No.

B Listen. Then circle.

1. What are Pam and Suzie doing at the party?



2. What food was at the party?



3. What did the boy do at the party?



4. What didn't the boy do?



C Read and circle.

1. He is / are taking a picture.
2. A: Are they laughing / laugh?
B: Yes, they are / aren't.
3. A: Is there any water?
B: Yes, there is any / some water.
4. Do / Does you have any chicken?
5. A: What does / did you do at the party?
B: I opens / opened presents at the party.



75

D Look and read. Write Yes or No.



Example: The father and mother are laughing. Yes

1. There is some water on the table. No
2. There aren't any balloons. No
3. They don't have any lemons. Yes
4. The boys are standing. No
5. There are some presents on the table. No

76

- Repeat for sentences 2–5.
- Monitor and provide assistance to students if necessary.
- Go over answers as a class. Starting with sentence 1, read the sentence and then ask a student whether he / she wrote Yes or No.

Unit Objectives

- Sports
- Talking about what you are good at

Lesson Objectives

Students will be able to:

- recognize and name the first eight key vocabulary items
- say what sports or athletic activities they are good at doing

Vocabulary Key words 1

| | |
|----------------|---------------|
| pass the ball | score a goal |
| jog | jump rope |
| shoot baskets | do push-ups |
| catch the ball | kick the ball |

Core Structure

- Simple present with **be good at + gerund**
Steve is good at shooting baskets.

Materials

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

Goal & Warm-up Question 5 min.

- Have students open their Student Book to **page 78**.
- Read the title of the lesson and the learning points.
- **CDM** Go to the **Aims** page and play the audio.
- Ask students the focus question. **T** "What sports or athletic activities are you good at?" Call on students individually to answer. If students have difficulty coming up with ideas, talk about what sport or activities you're good at. Encourage different students to give different answers.

A 082 Listen and say. 5 min.

- Focus students' attention on the vocabulary list on the left-hand side of the page.
- Tell students to listen and repeat after the audio.
T "Listen to the words. Look at the pictures and say the words."
- Play **audio track 082**. Make sure the students are following along and repeating the words.
- Play the audio track again, and have students point at the images on the left of the page.

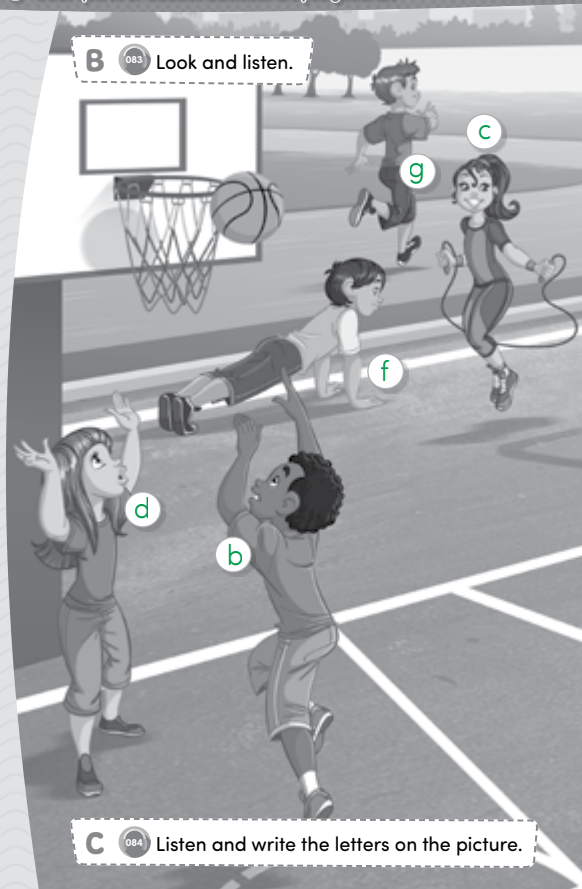
A 082

Listen and say.



B 083

Look and listen.



C 084

Listen and write the letters on the picture.

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

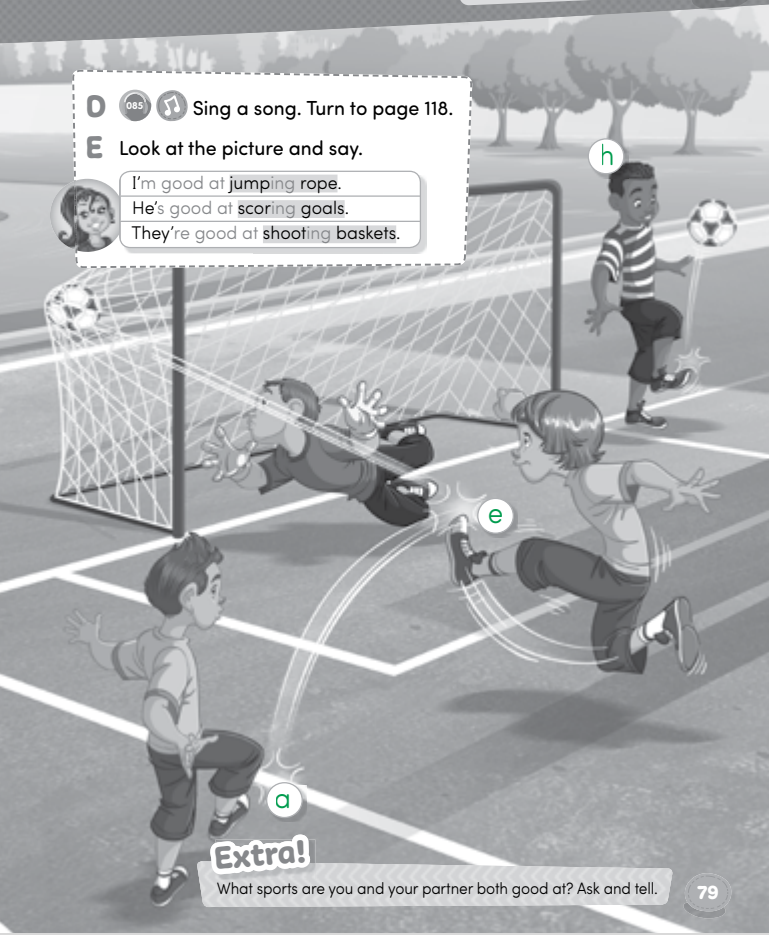
CDM Use the **Word Game** function to provide students with further vocabulary practice.

B 083 Look and listen. 5 min.

- Focus students' attention on the main picture on **pages 78 and 79**.
- Talk about the main picture; explain the situation shown in the picture. **T** "Brian is at sports camp. There are a lot of other children there. Everyone is busy. There is Brian. He is scoring a goal. He is good at scoring goals. Some children are playing basketball. One boy is shooting baskets. Other children are exercising. One girl is jumping rope. Another boy is jogging."
- Play **audio track 083**.

Brian: Hi, everyone. I'm at sports camp. It's a lot of fun. I'm on the soccer field practicing. Darren **passes the ball** to me and I just **scored a goal**. I'm good at scoring goals. My friend, Jamal, is **kicking the ball**. He's good at kicking the ball. Steve is **shooting baskets** on the basketball court. Rachel is helping him by **catching the ball** when it goes through the hoop. My friend, Rob, loves to **jog**. Can you see him jogging? What kind of exercise do you like to do?

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



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

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

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

- Play **audio track 084**. 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."
- After students have found all of the words, call on students to point to where each activity is.

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

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

D 085 Song 10 min.

- Tell students to turn to **page 118** where they will see the lyrics to the song. **T** "Let's listen to a song. Turn to page 118."
- Play **audio track 085**, and have students just listen the first time.
- Play the song again, but this time, encourage the students to sing along with the song.
- CDM** Show the animation and lyrics to the song to encourage students to sing along.

What are you good at?

I **am good at** kicking balls.

Kick, kick, kick.

I **am good at** kicking balls.

How about you?

What is she good at?

She **is good at** jogging fast.

Jog, jog, jog.

She **is good at** jogging fast

How about you?

What are they good at?

They **are good at** shooting baskets.

Shoot, shoot, shoot.

They **are good at** shooting baskets.

How about you?

What is he good at?

He **is good at** catching balls.

Catch, catch, catch.

He **is good at** catching balls.

How about you?

What are you good at?

We **are good at** jumping rope.

Jump, jump, jump.

We **are good at** jumping rope.

How about you?

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

- Tell students to look at the dialog box (part E) on **page 79**.
- Put students in pairs. **T** "Sit with a partner." Have them practice by reading the sentences in the box. **T** "Let's read together."

CDM Show students model sentences on the screen.

Select from the eight key words to change the example dialog. Have students repeat after the audio each time.

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

More practice

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

WB

Lesson Objectives

Students will:

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

Materials

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

Warm-up 5 min.

Tell students to look at the large picture on **pages 78 and 79**. As a review, ask students what they can see. Encourage different students to provide all of the words from vocabulary set 1 (introduced in lesson 1). Next, ask students to think about the sports or athletic activities they are good at. Choose a student and ask him / her to stand up and say what he / she is good at. **T** "What are you good at?" **S** "I'm good at shooting baskets." Repeat with several other students in the class.

Song

A 086 Listen and sing. 15 min.

- Tell students to turn to the lyrics on **page 118**. Play **audio track 086**, and have students listen the first time.
- Play the song again, but this time, encourage the students to sing along with the song.

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

What are you good at?

I **am good at** kicking balls.

Kick, kick, kick.

I **am good at** kicking balls.

How about you?

What is she good at?

She **is good at** jogging fast.

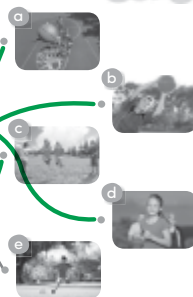
Jog, jog, jog.

She **is good at** jogging fast

How about you?

A 086 Listen and sing. Then write and match.

1. I am good at kicking balls
2. She is good at jogging fast
3. They are good at shooting baskets
4. He is good at catching balls
5. We are good at jumping rope



B Read and answer.

Reading

Join a Sports Team

Did you know our school has lots of sports teams you can join?

We practice after school, and it's all just for fun. Are you good at ① ? Then you can join our soccer team. Or are you

good at ② ? We have a great basketball team.

Are you good at ③ ? Because the baseball team always needs people. Or if you are good at ④ , try the jump rope club. There's

also a swim team, a skateboard club, a gymnastics team, and a weightlifting club. Talk to Mr. Robinson for more information.

Which team or club can you join?

1. Are you good at kicking the ball ? Join the soccer team.
2. Are you good at shooting baskets ? Join the basketball team.
3. Are you good at catching the ball ? Join the baseball team.
4. Are you good at jumping rope ? Join the jump rope club.

80

What are they good at?

They **are good at** shooting baskets.

Shoot, shoot, shoot.

They **are good at** shooting baskets.

How about you?

What is he good at?

He **is good at** catching balls.

Catch, catch, catch.

He **is good at** catching balls.

How about you?

What are you good at?

We **are good at** jumping rope.

Jump, jump, jump.

We **are good at** jumping rope.

How about you?

- Tell students to turn to **page 80**. Focus students' attention on part A. Play **audio track 086** again and pause the track after each verse. Tell students to write the activities they hear and then match them to the pictures.
- Choose students to read the sentences aloud to check the answers.
- (Optional) Play the audio track one more time for students to check their answers.

CDM Show students the correct answers on the screen.

A Look at the activities. Circle three activities you are good at.



B Write the activities in the table. Then ask your classmates if they are good at them. Fill in the table.



Are you good at passing the ball?

Yes, I am.

No, I'm not.



| | Number of students | | | | | | | | | |
|----|--------------------|---|---|---|---|---|---|---|---|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1. | | | | | | | | | | |
| 2. | | | | | | | | | | |
| 3. | | | | | | | | | | |

Now tell the class.

One student in our class is good at catching balls.

Five students in our class are good at jumping rope.

81

- Go over what each activity is to check that students understand the pictures. (1. pass the ball, 2. score a goal, 3. jump rope, 4. shoot baskets, 5. do push-ups, 6. kick the ball)
- Tell students to circle three out of the six activities that they are good at.
- Give students 2–3 minutes to choose and circle.
- CDM** Show students the example.
- Circulate and monitor the students, providing assistance where necessary.

B Speaking activity 15 min.

- Focus students' attention on the model dialog. Select two students in the class to read the lines for each of the characters. **T** "Can you read the dialog? You be Emma, and you be Alex."
- Tell students to write the three activities that they circled in A in the first column of the chart. Then tell students to move around the class to ask classmates their three questions. Every time that a classmate answers yes, the student should put in mark in the column for that question to keep track of how many students said yes.
- Encourage students to talk to as many classmates as possible.

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

- Give students six or seven minutes to finish the activity.
- Choose one student and ask him / her to give a summary of one of the questions that he / she asked.
- S** "One student in our class is good at catching balls." Call on several other students in the class to do the same with the questions that they asked.

Reading

B Read and answer. 10 min.

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

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

Speaking

A Look at the activities. Circle three activities you are good at. 5 min.

- Have students look at **page 81**. Ask them what they can see to elicit that they are pictures of children doing various activities.

More practice

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



Lesson Objectives

Students will:

- encounter and explore a story linked to the theme of the unit
- be able to recognize and name the second eight key vocabulary items
- be able to say what they can and can't do by using adverbs

Vocabulary Key words 2

serve the ball use a racket throw a ball lift weights
dive high far fast

Expansion Structure

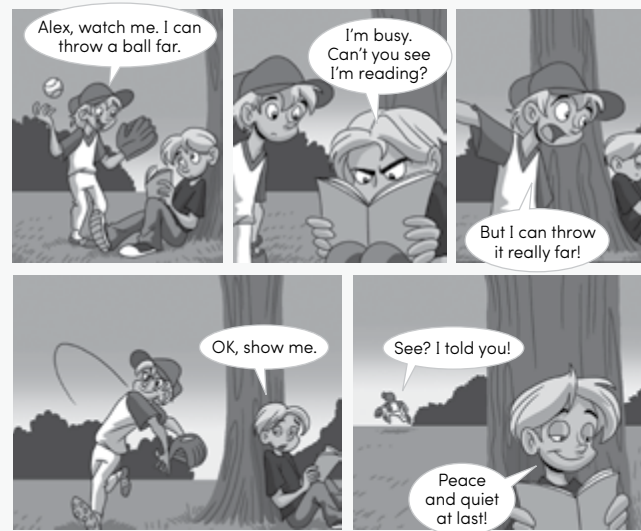
• Can for ability with adverbs

I can throw the ball far. She can throw the ball far.

Materials

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

A 087 Listen and repeat.



B Role-play the story.

C Read the story again. Then answer.

1. What is Brian good at?
☐ a. kicking a ball ☒ b. throwing a ball
2. What is Alex doing?
☒ a. reading a book ☐ b. playing a game
3. Who wants peace and quiet?
☐ a. Brian ☒ b. Alex

82

Warm-up 5 min.

Tell students to look back to part A on **page 81** and look over the activities that they circled. Choose one student and ask him / her if he / she is good at one of the activities. **T** "Are you good at scoring a goal?" Students should answer about themselves. **S** "Yes, I am." Repeat by asking several other students, varying the activities. (Activities from **page 81**: pass the ball, score a goal, jump rope, shoot baskets, do push-ups, kick the ball.)

Story

A CD 087 Listen and repeat. 5 min.

- Tell students to turn to **page 82**. Focus students' attention on the comic strip. Ask students two questions about the pictures and elicit answers.
 1. Point to Brian. **T** "Who is he?" (Brian)
 2. Point to the baseball. **T** "What is that?" (a baseball)
- Play **audio track 087**. The first time, students can just listen and follow along.
- Play the audio track a second time. Pause after each sentence and give students time to read and repeat.

CDM Show students the animated story on the screen.

B Role-play the story. 5 min.

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

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

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

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

CDM Show students the correct answers on the screen.

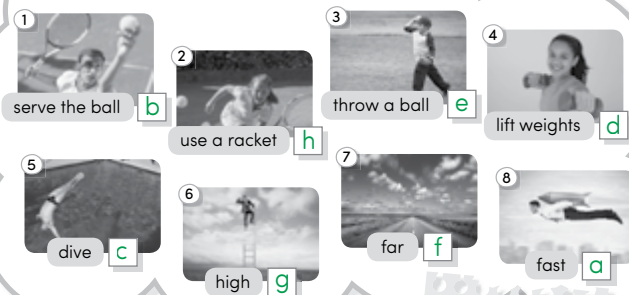
Expand

A CD 088 Listen and say. 5 min.

- Have students look at the vocabulary on **page 83**.
- Tell students to listen and repeat after the audio.
- Play **audio track 088**. Make sure the students are following along and repeating the words.

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

A 088 Listen and say.

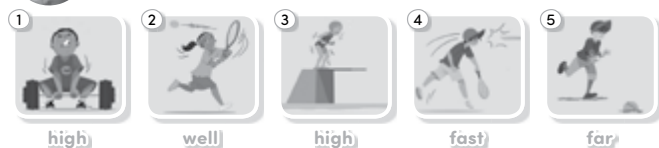


good → well

B 089 Listen and write the letters.

C 090 Listen. Then look at the pictures. Ask and answer.

Is he / she good at throwing the ball? Yes, he / she is. He / She can throw the ball far.
No, he / she isn't. He / She can't throw the ball far.



D 091 Chant. Turn to page 118.

Extra!

What activities are you good at? Talk with a partner.
Use words such as *high*, *far*, *fast*, and *well*.

83

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

B 089 Listen and write the letters.

5-10 min.

- Have students take out a pencil or pen.
- Tell students they should look at the pictures in part A and write the letter they hear next to each picture.
- Play **audio track 089**. There are pauses in the audio recording to give students time to write, but you may want to pause the track to give them additional time if necessary.
- Review answers, calling on individual students. **T** "What is A?"

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

C 090 Listen. Then look at the pictures. Ask and answer. 10 min.

- Focus the students' attention on the model dialog in part C. Play **audio track 090**.
- Split the class into two halves, A and B. Instruct group A to repeat the question aloud after you. Then have group B repeat the answer after you. Have groups switch roles and ask / answer again.
- Tell students to look at the five pictures. Put students in pairs and assign one student to be Student A and the other student to be Student B. Tell A to make a question based on picture 1. Student B responds.

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

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

Answers

1. Is he good at lifting weights? → No, he isn't. He can't lift weights high.
2. Is she good at using a racket? → Yes, she is. She can use a racket well.
3. Is she good at diving? → No, she isn't. She can't dive high.
4. Is he good at serving the ball? → Yes, he is. He can serve the ball fast.
5. Is he good at throwing the ball? → No, he isn't. He can't throw the ball far.

D 091 Chant. 5-10 min.

- Tell students to turn to **page 118**. Play **audio track 091**. First, students listen and read the chant silently.
- Assign half of the class to read role 1 and the other half to read role 2.
- Play the audio track again. This time tell the students to read along to their part out loud.

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

I can serve the ball.
I can serve it far.
I can serve the ball.
Far, far, far.

I can lift weights.
I can lift them high.
I can lift weights.
High, high, high.

I can run a race.
I can run it fast.
I can run a race.
Fast, fast, fast.

I can throw the ball.
I can throw it far.
I can throw the ball.
Far, far, far.

More practice

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

WB

Lesson Objectives

Students will:

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

Materials

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

Warm-up 5 min.

- Write the adverbs "high", "far", "fast", and "well" on the board. Choose one of the activities introduced in the unit, and ask a student a question based on the activity. **T** "Are you good at throwing a ball?"
- Prompt students to respond with a Yes or No answer, and then to use one of the adverbs on the board to provide more information. **S** "Yes, I am. I can throw a ball far."
- Repeat with several other students in the class.

Connect

A 092 Listen and read. 15 min.

- Have students turn to **pages 84 and 85**.
- Point to the animal in the pictures and ask students if they know what type of animal it is (a cheetah). Tell the students that they are going to learn more about the cheetah.
- Tell students to read along silently as they listen. Play **audio track 092**.
- Play the audio track again. This time, tell students to try to read aloud as they listen to the story.

CDM Show the animated slideshow.

B Answer the questions. 5 min.

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

Fastest ANIMAL ON LAND

A 092 Listen and read.

Cheetahs are the fastest land animals in the world. They can sprint very fast. They can run up to 120 kilometers per hour. That's as fast as a car can go on the highway!

However, they can only go fast for short distances. They are not good at running long distances. Cheetahs only run to catch other animals to eat. So they only need to go fast for short distances.

84

CDM Show students the correct answers on the screen.

C 093 Listen and write. 10 min.

- Have students turn to **page 86**. Give students directions about what they will hear. **T** "Let's listen. There are four students. They are talking about the reading. What do they say? Write the words that you hear."
- Play **audio track 093**.
- Check answers. Read the sentence up to the answer choice and then stop. Ask students which word they heard. Make sure all students have written the correct word.

1. Cheetahs are the slowest animals in the world. I didn't know that.
2. Cheetahs can run long distances.
3. Cheetahs can bend their backs very far.
4. Cheetahs are stronger than lions.

- Play the audio track again for students to check their answers.
- Read sentence 1 to the students. Ask the students whether the girl is right. Tell students to circle Yes or No. Repeat for the rest of the sentences. Encourage students to use the text to help them answer.
- Check answers as a class.

How can cheetahs run so fast? They are very flexible. They can bend and stretch their backs very far and very quickly. That means they can take very long steps.

Cheetahs are also very light. That helps them go fast. Other animals, like lions, are heavier and stronger. But no animal on land is as fast!

B Answer the questions. Circle.

- What does this reading talk about?
☐ a running ☒ b cheetahs ☐ c wild animals
- What are cheetahs famous for?
☒ a being fast ☐ b being strong ☐ c being light

85

C Listen and write. Then answer the questions.



Cheetahs are the slowest animals in the world. I didn't know that.

Is she right? Yes ☐ No ☒



Cheetahs can run long distances.

Is he right? Yes ☐ No ☒



Cheetahs can bend their backs very far.

Is she right? Yes ☒ No ☐



Cheetahs are stronger than lions.

Is he right? Yes ☐ No ☒

D What is true about cheetahs? Check and say.

- | | | |
|---------------------|---|---|
| 1. speed of running | slow <input type="checkbox"/> | fast <input checked="" type="checkbox"/> |
| 2. body weight | heavy <input type="checkbox"/> | light <input checked="" type="checkbox"/> |
| 3. running distance | short <input checked="" type="checkbox"/> | long <input type="checkbox"/> |
| 4. size of steps | big <input checked="" type="checkbox"/> | small <input type="checkbox"/> |

86

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

D Summary 5 min.

- Focus students' attention on part D at the bottom of page 86. Tell the students to re-read the text on pages 84 and 85 and check the correct answer for each of the four questions. **T** "What is true about cheetahs? Do you remember? Check. Look at the text again."
- Check answers as a class.
- Call on students to make sentences using their answers. Stronger students can be encouraged to make several sentences and give a simple summary of the reading.

CDM Show students the correct answers on the screen.

More practice

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

WB

Lesson Objectives

Students will:

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

Materials

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

Warm-up 5 min.

Telephone

- Write "I'm good at ...", "He's good at ...", "She's good at ...", and "They're good at ..." on the board in a list.
- Put students into groups so that there are at least 5 or 6 students per group. Ask the students to stand up and make a line with their group. For example, if you have three groups, there should be three lines.
- Tell the student at the back of each line to come to you. Whisper a sentence to each of the students. For example: **T** "She's good at jumping rope."
- Students must then return to their line and whisper the sentence to the next student. Students continue to whisper the sentences to the next person in line until it reaches the student at the front. The student at the front must then raise his / her hand and repeat the full sentence.
- The first team to call out the correct answer wins a point.
- Have the student at the back of each line move to the front and repeat with a new student each time.
- Once students feel comfortable with the game, you can erase the sentence beginnings from the board to make it more challenging.

Writing

A Read the example. Circle what the person is good at and underline what the person isn't good at. 5 min.

- Tell students to turn to **page 87**. Focus students' attention on the two paragraphs.
- Read each paragraph out loud and have students listen.
- Next, tell students to re-read the text by themselves, circle what the writer is good at, and underline what the writer isn't good at.

CDM Show students the correct answers on the screen.

A Read the example. Circle what the person is good at and underline what the person isn't good at.

I really like soccer. I play the sport every day. I like passing the ball. I'm good at passing the ball. I'm also good at scoring goals. I can kick the ball fast and far.

I don't like tennis. I'm not good at serving the ball. And I'm not good at using a racket. I can't serve the ball fast.

B Think about four activities you are good at. Why? Fill in the chart.

| Activity | Why? |
|--------------------------|-----------------------------------|
| <u>serving the ball</u> | <u>I can serve the ball fast.</u> |
| <u>kicking the ball</u> | <u>I can kick the ball far.</u> |
| <u>throwing the ball</u> | <u>I can throw the ball far.</u> |
| <u>lifting weights</u> | <u>I can lift weights high.</u> |

87

Review 10-15 min.

- Have students turn to **pages 78 and 79**.
- Direct students' attention to the main picture.
T "Look at the picture." Call out a letter from a-h and ask students to say the word together, based on their answers from lesson 1. **T** "A. What is the word?"
- Repeat by calling on individual students, saying a letter, and asking students to say the word.
- Direct students to part E on **page 79**.
- Put students in pairs and have them practice making sentences by reading the sentences in the box.
T "Student A, you are Michaela. Make a sentence."
- Have students look at the main picture and continue to ask questions about the key vocabulary in the main picture.
- Next, have students turn to **page 83**.
- Tell students to look at the vocabulary in part A.
- Call out a number from 1-8 and ask individual students to say the word. **T** "One. Sarah, what is the word?"
- Repeat with a different student for all eight words.
- Direct students to part C.
- Put students in pairs and assign one student to be Student A and the other student to be Student B. Tell A to make a question based on picture 1. Student B responds. **T** "Student A, make a question for picture number one. Student B, answer."

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

Writing preparation 10-15 min.

- Focus students' attention on the writing section at the bottom of **page 87**.
- Tell students to think about four activities that they are good at and fill in the first column of the chart. Then ask students to think about why they are good at those activities. Encourage students to use some of the adverbs to describe why.
- Circulate and monitor the students, providing assistance where necessary.

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

Unit wrap-up 5 min.

- To wrap up the unit, ask students to turn to **page 92** in the Workbook.
- Make sure students have a pen or pencil.
- Direct students' attention to the words at the top of the page. Ask students to check all of the words they know. **T** "Look at the words. Check the words you know."
- Walk around the class to briefly gauge the words that students have difficulty with. If you see the same words unchecked by many of the students, review these words. Direct the students back to the pages that contain images of these words.
- Next, direct students' attention to the *I can* sentences on the second half of the page.
- Read out each sentence one by one, asking students to check the sentence if they can do it. Make sure that all students understand each sentence before moving on to the next.

I can sentences:

Speaking

1. I can name actions in sports.
2. I can say what people can do and how well they can do them.
3. I can ask and answer questions about sports and actions.

Listening

4. I can understand when people talk about sports and abilities.
5. I can understand when someone asks a question about what people can and can't do well.

Reading

6. I can read and understand short passages about which sports people are good at playing.

Writing

7. I can write a few sentences telling what sports people can play and how well they can do them.

Writing

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

Portfolio writing sample answer

I'm good at kicking the ball.
I can kick it far.
I'm good at serving the ball.
I can serve it fast.

More practice

Assign **page 61** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 110**.

Unit Objectives

- Hobbies and fun activities
- Talking about what you like and don't like

Lesson Objectives

Students will be able to:

- recognize and name the first eight key vocabulary items
- say what activities they like / love or dislike / hate doing

Vocabulary Key words 1

cards board game music chess
football video game ping pong pool

Core Structure

- Simple present with **love, like, don't like, or hate + gerund**
I love playing football.

Materials

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

Goal & Warm-up Question 5 min.

- Have students open their Student Book to **page 88**.
- Read the title of the lesson and the learning points.
- **CDM** Go to the **Aims** page and play the audio.
- Ask students the focus question: **T** "What do you like to do with friends?" Call on students individually to answer. If students have difficulty coming up with ideas, talk about what routine tasks you do every day. Encourage different students to give different answers.

A 094 Listen and say. 5 min.

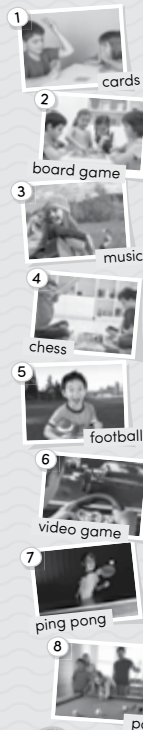
- Focus students' attention on the vocabulary list on the left-hand side of the page.
- Tell students to listen and repeat after the audio.
- **T** "Listen to the words. Look at the pictures and say the words."
- Play **audio track 094**. Make sure the students are following along and repeating the words.
- Play the audio track again, and have students point at the images on the left of the page.

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

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

A 094

Listen and say.



B 095

Look and listen.



C 096

Listen and write the letters on the picture.

B 095 Look and listen. 5 min.

- Focus students' attention on the main picture on **pages 88 and 89**.
- Talk about the main picture; explain the situation shown in the picture. **T** "This is the local youth center. Children can come here to meet friends and play games. Emma is showing her friend around. Some children are playing cards. Others are playing board games. There is a ping pong table and a pool table, too. And outside, some children are playing football."
- Play **audio track 095**.

Emma: This is our local youth center. There is so much to do here. There are **cards**. I love playing cards. And there are **board games**, too. I like board games. There is a **chess** board, but I don't like playing chess. You can play **pool** or **ping pong**. I like ping pong. There is also a **video game** in the corner. I'm good at playing video games. Those boys outside are playing **football**. It looks fun. I love playing football. And look, there's a guitar. Do you like playing **music**?

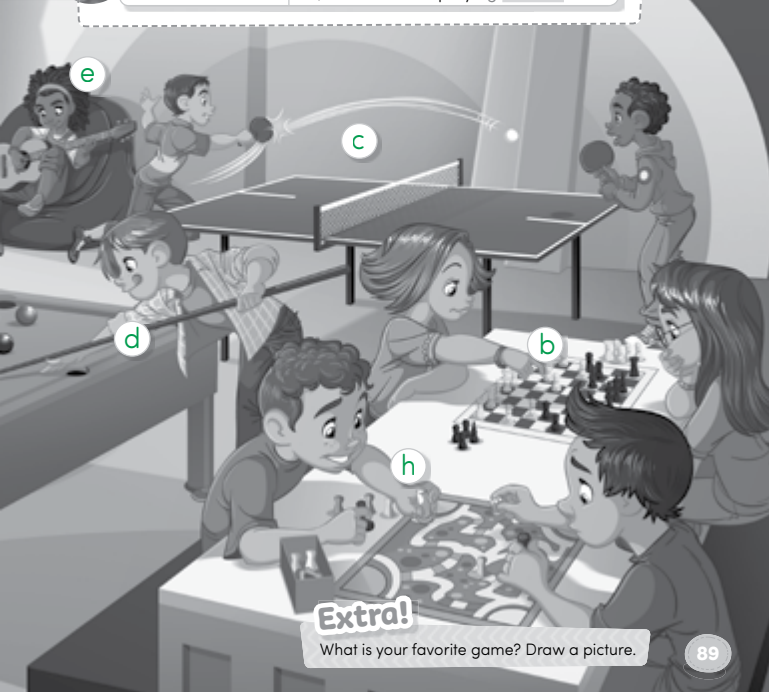
CDM Take students on a virtual tour of the image, highlighting key words.

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

D 097 Sing a song. Turn to page 119.

E Look at the picture and say.

| | |
|----------------------|--|
| Let's play football! | OK. I love playing football. |
| | No, thanks. I don't like playing football. |
| | No, thanks. I hate playing football. |



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

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

- Play **audio track 096**. 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."
- After students have found all of the words, call on students to point to where each word is.

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

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

D **097 Song 10 min.**

- Tell students to turn to **page 119** where they will see the lyrics to the song. **T** "Let's listen to a song. Turn to page 119."
- Play **audio track 097**, and have students just listen the first time.
- Play the song again, but this time, encourage the students to sing along with the song.

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

Let's play board games.
Let's play board games.
They are so fun. They are so fun.
I **love** playing board games.
I **love** playing board games.
All the time. All the time.

Let's play ping pong.
Let's play ping pong.
It's so fun. It's so fun.
I **don't like** playing ping pong.
I **don't like** playing ping pong.
Not at all. Not at all.

Let's play football.
Let's play football.
It's so fun. It's so fun.
I **hate** playing football.
I **hate** playing football.
It's so dumb. It's so dumb.

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

- Tell students to look at the dialog box (part E) on **page 89**.
- Put students in pairs. **T** "Sit with a partner." Have them practice by reading the sentences in the box. **T** "Let's read together."

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

- Have students look at the main picture and continue to make sentences using 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 make a sentence for the class.

More practice

Assign **pages 62 and 63** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 110**.



Lesson Objectives

Students will:

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

Materials

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

Warm-up 5 min.

Tell students to look at the large picture on **pages 88 and 89**. As a review, ask students what they can see. Encourage different students to provide all of the words from vocabulary set 1 (introduced in lesson 1). Next, ask students to think about what activities they like doing and what activities they don't like doing. Choose one student and make a suggestion: **T** "Let's play football." Elicit a response. **S** "OK. I love playing football." Repeat with several other students, asking about different activities each time.

Song

A 098 Listen and sing. 15 min.

- Tell students to turn to the lyrics on **page 119**. Play **audio track 098**, and have students listen the first time.
- Play the song again, but this time, encourage the students to sing along with the song.

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



Listen and sing. Then circle and write.

1. I love



playing board games

2. I don't like



playing ping pong

3. I hate



playing football

B Read and answer.

Reading

Game Club

Do you like playing games? Then come join our Game Club! Learn how to play ① . Or beat your friends in your favorite ② . There are also ③ games. Do you know how to play? You can learn all sorts of new games at the club!

* When: Every Friday at 4 p.m.

* Where: Classroom 2A

What does the club offer?

1. Students can learn how to play chess.
2. Students can beat their friends in their favorite board game.
3. There are also card games.

90

Let's play board games.

Let's play board games.

They are so fun. They are so fun.

I love playing board games.

I love playing board games.

All the time. All the time.

Let's play ping pong.

Let's play ping pong.

It's so fun. It's so fun.

I don't like playing ping pong.

I don't like playing ping pong.

Not at all. Not at all.

Let's play football.

Let's play football.

It's so fun. It's so fun.

I hate playing football.

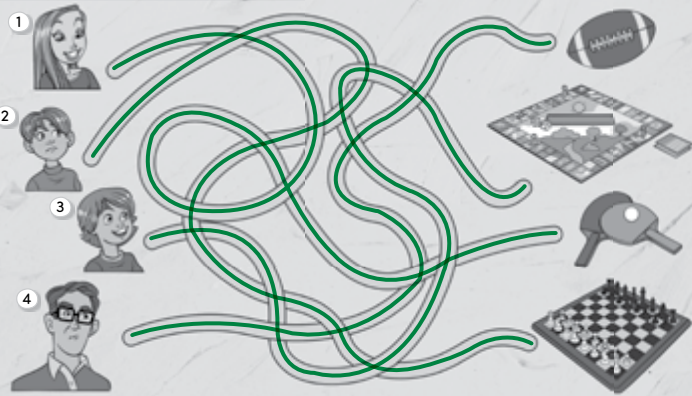
I hate playing football.

It's so dumb. It's so dumb.

- Tell students to turn to **page 90**. Focus students' attention on part A. Play **audio track 098** again and pause the track after each verse. Tell students to circle the pictures and then write the activity.
- Choose students to read the sentences aloud to check the answers.

Speaking 8

A Match the people to the activities.



B What do they like? Ask and answer. Then write and tell.

What does Brian like? He likes playing board games.

| | | |
|--|----------------------|---------------------|
| | loves / hates | playing ping pong |
| | loves / doesn't like | playing chess |
| | likes / doesn't like | playing board games |
| | likes / hates | playing football |

91

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

CDM Show students the correct answers on the screen.

Reading

B Read and answer. 10 min.

- Focus students' attention on the passage in the Reading section on **page 90**. Tell students to look at the images in the text and give them one minute to do so.
- Next, read the passage to the students, pausing at each picture. Elicit the word from students.
- Tell the students to write the games in the blank spaces at the bottom of the page. Circulate and monitor the students, providing assistance where necessary.
- Finally, read the passage again, pausing after each sentence, and have the students repeat each sentence after you.

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

Speaking

A Match the people to the activities.

5 min.

- Have students look at **page 91**. Ask them what they can see to elicit a maze.
- Look at the characters on the left and check that students know the names of each character (1. Clare / Mom, 2. Alex, 3. Brian, 4. Steven / Dad). Then look at the activities on the right, and elicit the name of each activity (from top to bottom: football, board game, ping pong, chess).
- Tell students to trace the paths to match each character to a game.
- Give students 2–3 minutes to match the characters.
- CDM** Show students the example.
- Circulate and monitor the students, providing assistance where necessary.

B Speaking activity 15 min.

- Focus students' attention on the model dialog. Select two students in the class to read the lines for each of the characters. **T** "Can you read the dialog? You be Emma, and you be the boy."
- Put students in pairs. Assign one student to be Student A and the other student as Student B. Have Student A ask Student B the questions for the first two characters. Student B listens and answers. Student A should write the games next to each character. **T** "Work with a partner. Student A, ask first. Student B, answer the questions."
- Note: Students should circle likes / loves / doesn't like / hates based on each character's facial expression.
- CDM** Use the model dialog to demonstrate the answer / question exchange, and how to complete the activity in B.
- Give students two or three minutes to finish the activity. Then Student B asks Student A the questions for the second two characters and Student A answers. **T** "OK. Now change. Student B asks the questions, and Student A answers."
- Choose one student and ask him / her about the first character to check answers. **T** "What does Clare like?" **S** "She loves playing ping pong." Repeat with the other three characters, calling on a different student each time.

More practice

Assign **pages 64 and 65** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 110**.



Lesson Objectives

Students will:

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

Vocabulary Key words 2

| | |
|-----------------|--------------|
| mountain biking | hiking |
| climbing trees | surfing |
| skateboarding | skiing |
| ice skating | snowboarding |

Expansion Structure

• Simple present Y/N questions with *like* + gerund

Does he like hiking? Yes, he does. / No, he doesn't.

Materials

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

8 **A** **099** Listen and repeat.

Happy birthday, Chris! Do you like playing board games?

Yes, I do. But let's play games later.

Let's open the presents first.

A snowboard helmet! I love snowboarding.

No, I don't. But I love skiing. Chris, do you like skiing?

Let's go snowboarding this winter. Alex, do you like snowboarding?

I do. I love skiing and snowboarding.

Open mine! Open mine!

Thank you so much! I can't wait to go skiing and snowboarding.

B Role-play the story.

C Read the story again. Then answer.

- Whose birthday is it?
☒ a. Chris's ☐ b. Alex's
- What present does Emma give Chris?
☒ a. a snowboard helmet ☐ b. a board game
- What sport does Alex want to do?
☐ a. snowboarding ☒ b. skiing

92

Warm-up 5 min.

Write the question "What do you like?" on the board. Put students in pairs and tell them to ask their partner the question. Give students one minute to do so. Then choose a student and ask him / her about his / her partner. **T** "What does he / she like?" **S** "He / She likes playing cards." Repeat with several other students, making sure that students are answering about their partner.

Story

A **CD** **099** Listen and repeat. 5 min.

- Tell students to turn to **page 92**. Focus students' attention on the comic strip. Ask students two questions about the pictures and elicit answers.
 - Point to Emma. **T** "Who is she?" (Emma)
 - Point to the present Emma is holding in frame 2. **T** "What is that?" (a present)
- Play **audio track 099**. The first time, students can just listen and follow along.
- Play the audio track a second time. Pause after each sentence and give students time to read and repeat. **CDM** Show students the animated story on the screen.

B Role-play the story. 5 min.

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

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

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

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

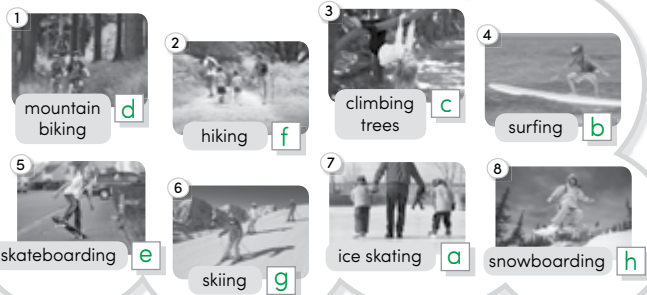
CDM Show students the correct answers on the screen.

Expand

A **CD** **100** Listen and say. 5 min.

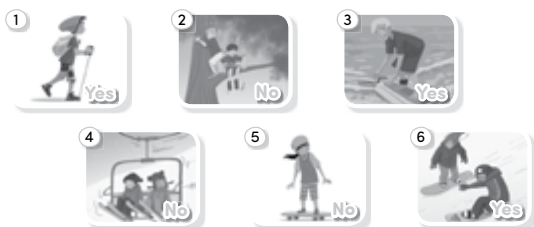
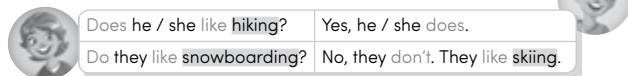
- Have students look at the vocabulary on **page 93**.
- Tell students to listen and repeat after the audio.
- Play **audio track 100**. Make sure the students are following along and repeating the words. **CDM** Go to the **Expand** page and play the audio.

A 100 Listen and say.



B 101 Listen and write the letters.

C 102 Listen. Then look at the pictures. Ask and answer.



D 103 Chant. Turn to page 119.

Extra!

What do you and your classmates like doing? Talk about it.

93

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

B 101 Listen and write the letters.

5-10 min.

- Have students take out a pencil or pen.
- Tell students they should look at the pictures in part A and write the letter they hear next to each picture.
- Play **audio track 101**. There are pauses in the audio recording to give students time to write, but you may want to pause the track to give them additional time if necessary.
- Review answers, calling on individual students. **T** "What is A?"

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

C 102 Listen. Then look at the pictures. Ask and answer. 10 min.

- Focus the students' attention on the model dialog in part C. Play **audio track 102**.
- Split the class into two halves, A and B. Instruct group A to repeat the question aloud after you. Then have group B repeat the answer after you. Have groups switch roles and ask / answer again.
- Tell students to look at the six pictures. Put students in pairs and assign one student to be Student A and the other student to be Student B. Tell A to make a question

based on picture 1. Student B responds.

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

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

Answers

1. Does he like hiking? → Yes, he does.
2. Do they like climbing trees? → No, they don't.
3. Does he like surfing? → Yes, he does.
4. Do they like skiing? → No, they don't.
5. Does she like skateboarding? → No, she doesn't.
6. Do they like snowboarding? → Yes, they do.

D 103 Chant. 5-10 min.

- Tell students to turn to **page 119**. Play **audio track 103**. First, students listen and read the chant silently.
- Assign half of the class to read role 1 and the other half to read role 2.
- Play the audio track again. This time tell the students to read along to their part out loud.

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

Do you like skiing?
Do you like skiing?
Yes, I do. Yes, I do.

Do you like surfing?
Do you like surfing?
No, I don't. No, I don't.

Do you like hiking?
Do you like hiking?
Yes, I do. Yes, I do.

Let's go skiing.
Let's go hiking.
Let's have fun. Let's have fun.

More practice

Assign **pages 66 and 67** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 110**.

WB

SPORTS
IN THE CITY

Do you know about extreme sports? Some people think that they are more exciting than the usual sports. People can do them almost anywhere. Mountains are popular, but the city can be an exciting place to do these sports, too!

Some people love skateboarding. Skateboarders can do tricks on railings. Look at this man ride that rail!

Lesson Objectives

Students will:

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

Materials

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

Warm-up 5 min.

- Choose one of the activities introduced in the unit, and ask a student in the class a Y/N question. **T** "Do you like hiking?" The student should respond: **S** "Yes, I do." or "No, I don't."
- Next, ask the same question to the class as a whole and ask the students to raise their hands if the answer is yes. **T** "Who likes hiking? Raise your hand."
- Repeat with several other activities. After each question, record how many students say yes with tally marks on the board. At the end, ask students what the most popular activity is based on the marks on the board.

Connect

A CD 104 Listen and read. 15 min.

- Have students turn to **pages 94 and 95**.
- Point to the picture of the man skateboarding and ask students to tell you what the activity is. Ask students whether they think skateboarding is safe. Tell the students that they are going to learn about some extreme sports.
- Tell students to read along silently as they listen. Play **audio track 104**.
- Play the audio track again. This time, tell students to try to read aloud as they listen to the story.

CDM Show the animated slideshow.

B Answer the questions. 5 min.

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

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

CDM Show students the correct answers on the screen.

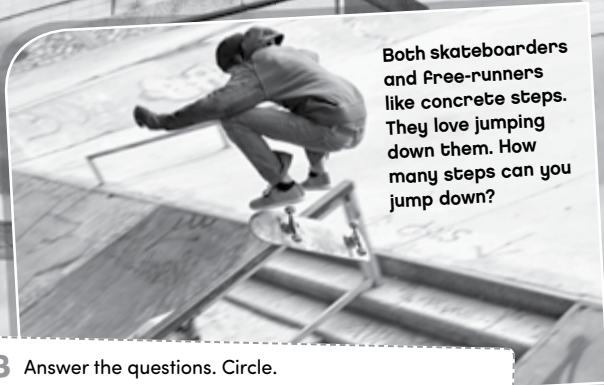
C CD 105 Listen and circle. 10 min.

- Have students turn to **page 96**. Give students directions about what they will hear. **T** "Let's listen. There are four students. They are talking about the reading. What do they say? Write the words that you hear."
- Play **audio track 105**.
- Check answers. Read the sentence up to the answer choice and then stop. Ask students which word they heard. Make sure all students have written the correct word.

1. Cities can be boring places to do extreme sports.
2. Skateboarders do tricks on beaches.
3. Free-runners do tricks on rooftops.
4. Steps are fun to jump down.

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

Free-runners like to do tricks on rooftops. They also jump from high places and even climb walls. Look how high this man is!



Both skateboarders and free-runners like concrete steps. They love jumping down them. How many steps can you jump down?

B Answer the questions. Circle.

- Where can people do extreme sports?
a at home b in school **c anywhere**
- Where do free-runners like to do tricks?
a on beaches b on the sea **c on rooftops**

95

Listen and write. Then answer the questions.



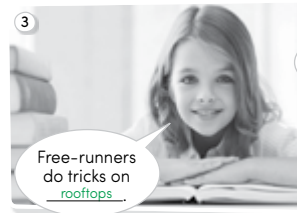
Cities can be boring places to do extreme sports.

Is she right? Yes ☐ No ☒



Skateboarders do tricks on beaches.

Is he right? Yes ☐ No ☒



Free-runners do tricks on rooftops.

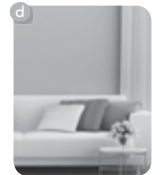
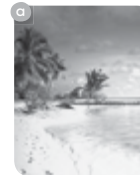
Is she right? Yes ☒ No ☐



Steps are fun to jump down!

Is he right? Yes ☒ No ☐

D Which places do people do extreme sports? Circle and say.



96

- Read sentence 1 to the students. Ask the students whether the girl is right. Tell students to circle Yes or No. Repeat for the rest of the sentences. Encourage students to use the text to help them answer.
- Check answers as a class.

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

D Summary 5 min.

- Focus students' attention on part D at the bottom of **page 96**. Tell the students to re-read the text on **pages 94 and 95** and circle all of the places where people do extreme sports. **T** "Where do people do extreme sports? Do you remember? Circle. Look at the text again."
- Check answers as a class.
- Call on students to make sentences using their answers. Stronger students can be encouraged to make several sentences and give a simple summary of the reading.

CDM Show students the correct answers on the screen.

More practice

Assign **page 68** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 110**.

WB

Lesson Objectives

Students will:

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

Materials

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

Warm-up 5 min.

Spelling Train

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

Writing

A Read the example. Circle all of the activities.

5 min.

- Tell students to turn to **page 97**. Focus students' attention on the two paragraphs.
- Read each paragraph out loud and have students listen.
- Next, tell students to re-read the text by themselves and circle all of the activities.

CDM Show students the correct answers on the screen.

A Read the example. Circle all of the activities.

My friends like different activities. Terry loves playing video games. He is very good at playing these games. He likes playing car video games. Lisa likes playing ping pong. She can serve the ball very fast.

Ellen doesn't like skiing. She only likes snowboarding. And Harry hates ice skating. He doesn't like cold weather.

B Find four classmates. What do they like? Ask and fill in the chart.

| Name | Preference | Activity |
|--------|--------------|---------------------|
| Bill | loves | playing football |
| Ben | hates | playing cards |
| Eric | likes | playing ping pong |
| Angie | doesn't like | playing music |
| Helena | loves | playing board games |

97

Review 10-15 min.

- Have students turn to **pages 88 and 89**.
- Direct students' attention to the main picture. **T** "Look at the picture." Call out a letter from a-h and ask students to say the word together, based on their answers from lesson 1. **T** "A. What is the word?"
- Repeat by calling on individual students, saying a letter, and asking students to say the word.
- Direct students to part E on **page 89**.
- Put students in pairs and have them practice making sentences by reading the sentences in the box. **T** "Student A, you are Emma. Make a suggestion. Student B, you are Brian. Make a sentence."
- Have students look at the main picture and continue to make sentences about the key vocabulary in the main picture.
- Next, have students turn to **page 93**.
- Tell students to look at the vocabulary in part A.
- Call out a number from 1-8 and ask individual students to say the word. **T** "One. Sarah, what is the word?"
- Repeat with a different student for all eight words.
- Direct students to part C.
- Put students in pairs and assign one student to be Student A and the other student to be Student B. Tell A to make a question based on picture 1. Student B responds. **T** "Student A, make a question for picture number one. Student B, answer."

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

Writing preparation 10-15 min.

- Focus students' attention on the writing section at the bottom of **page 97**.
- Write "What do you like?" on the board and "What don't you like?"
- Tell students to find four different students in the class to interview.
- Students should write down their classmates' names and the activities they like or dislike.
- Encourage students to try to find students who both like / love or don't like / hate certain activities for variety.
- Circulate and monitor the students, providing assistance where necessary.

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

Unit wrap-up 5 min.

- To wrap up the unit, ask students to turn to **page 94** in the Workbook.
- Make sure students have a pen or pencil.
- Direct students' attention to the words at the top of the page. Ask students to check all of the words they know. **T** "Look at the words. Check the words you know."
- Walk around the class to briefly gauge the words that students have difficulty with. If you see the same words unchecked by many of the students, review these words. Direct the students back to the pages that contain images of these words.
- Next, direct students' attention to the *I can* sentences on the second half of the page.
- Read out each sentence one by one, asking students to check the sentence if they can do it. Make sure that all students understand each sentence before moving on to the next.

I can sentences:

Speaking

1. I can name hobbies and fun activities.
2. I can say what people like and don't like doing.
3. I can ask and answer questions about likes and dislikes.

Listening

4. I can understand when someone talks about likes and dislikes.
5. I can understand when someone asks a question about what people like and dislike.

Reading

6. I can read and understand short passages about activities that people like and dislike.

Writing

7. I can write a few sentences telling what activities people like and dislike.

Writing

Assign **page 93** of the **Workbook** for students to complete the writing activity. This can be completed as homework or in class.

Portfolio writing sample answer

Helena loves playing board games.

Ben hates playing cards.

Eric likes playing ping pong.

Angie doesn't like playing music.

More practice

Assign **page 69** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 110**.

Unit Objectives

- Healthy and unhealthy habits
- Talking about how often you do something and giving advice

Lesson Objectives

Students will be able to:

- recognize and name the first eight key vocabulary items
- ask and answer questions about how often someone does something using adverbs of frequency

Vocabulary Key words 1

wash my face

stay up late

take a shower

drink soft drinks

brush my teeth

get exercise

eat fast food

wake up early

Core Structures

- **Simple present with *how often* questions and adverbs of frequency**

How often does Brian wash his face? He always washes his face.

Materials

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

Goal & Warm-up Question 5 min.

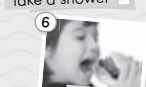
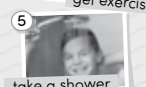
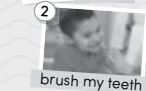
- Have students open their Student Book to **page 98**.
- Read the title of the lesson and the learning points.
- **CDM** Go to the **Aims** page and play the audio.
- Ask students the focus question: **1** "What do you do to stay healthy?" Call on students individually to answer. If students have difficulty coming up with ideas, talk about some of the healthy things you try to do. Encourage different students to give different answers.

A 106 Listen and say. 5 min.

- Focus students' attention on the vocabulary list on the left-hand side of the page.
- Tell students to listen and repeat after the audio.
- **1** "Listen to the words. Look at the pictures and say the words."
- Play **audio track 106**. Make sure the students are following along and repeating the words.
- Play the audio track again, and have students point at the images on the left of the page.

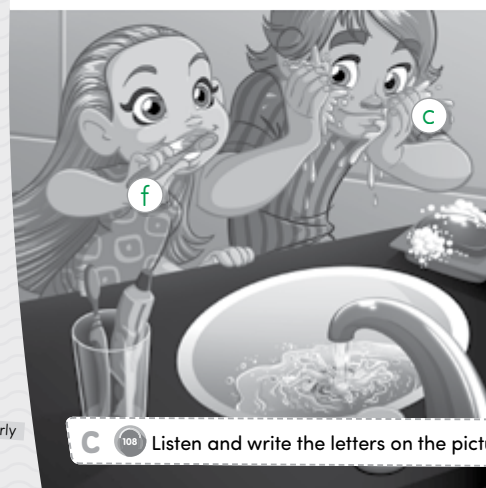
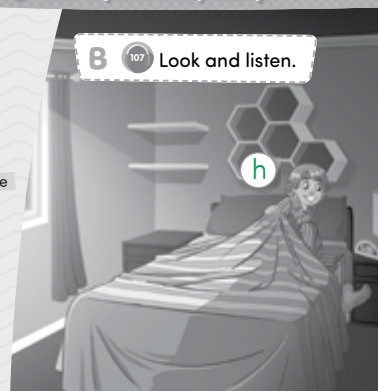
A 106

Listen and say.



98

B 107 Look and listen.



C 108 Listen and write the letters on the picture.

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

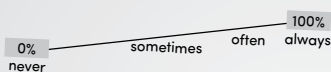
CDM Use the **Word Game** function to provide students with further vocabulary practice.

B 107 Look and listen. 5 min.

- Focus students' attention on the main picture on **pages 98 and 99**.
- Talk about the main picture; explain the situation shown in the picture. **1** "This is a day at the Kemp's house. You can see they are busy in the day. Brian wakes up early. You can see Emma and Brian are getting ready for their day. They are in the bathroom. Brian likes to get exercise, so he plays outside with his friend. But Brian also has a lot of homework, so sometimes he stays up late to finish his work."
- Play **audio track 107**.

Brian: Do you have healthy habits? I try to have a good daily routine to stay healthy. For example, I often **wake up early** to get ready for school. I always **take a shower** in the morning. I always **wash my face** and **brush my teeth**, too. I never **eat fast food** for breakfast. And I never **drink soft drinks**. After school, I often **get some exercise** with my friends. Sometimes I **stay up late** when I have a lot of homework to do. Do you have any good habits?

D 109 Sing a song.
Turn to page 120.



E Look at the picture. Ask and answer.

| | |
|-------------------------------------|---------------------------|
| How often do you wash your face? | I always wash my face. |
| How often does Brian wash his face? | He often washes his face. |



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

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

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

CD 108 Listen and write the letters on the picture. 5-10 min.

- Play **audio track 108**. 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."
- After students have found all of the words, call on students to point to where each activity is.

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

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

CD 109 Song 10 min.

- Tell students to turn to **page 120** where they will see the lyrics to the song. **T** "Let's listen to a song. Turn to page 120."
- Play **audio track 109**, and have students just listen the first time.
- Play the song again, but this time, encourage the students to sing along with the song.

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

Do you wake up early?

How often do you do it?

Do you wake up early?

How often do you do it?

I always wake up early, wake up early, wake up early.

I always wake up early.

Does Steven stay up late?

How often does he do it?

Does Steven stay up late?

How often does he do it?

He sometimes stays up late, stays up late, stays up late.

He sometimes stays up late.

Does Alex get some exercise?

How often does he do it?

Does Alex get some exercise?

How often does he do it?

He sometimes gets some exercise, gets some exercise, gets some exercise.

He sometimes gets some exercise.

Does Emma eat fast food?

How often does she do it?

Does Emma eat fast food?

How often does she do it?

She never eats fast food, eats fast food, eats fast food.

She never eats fast food.

Does Clare brush her teeth?

How often does she do it?

Does Clare brush her teeth?

How often does she do it?

She always brushes her teeth, brushes her teeth, brushes her teeth.

She always brushes her teeth.

How about you?

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

- Tell students to look at the dialog box (part E) on **page 99**.
- Put students in pairs. **T** "Sit with a partner." Have them practice by reading the questions and sentences in the box. **T** "Let's read together."

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

- Have students look at the main picture and continue to make sentences using 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 make a sentence for the class.

More practice

Assign **pages 70 and 71** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 110**.



Lesson Objectives

Students will:

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

Materials

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

Warm-up 5 min.

Tell students to look at the large picture on **pages 98 and 99**. As a review, ask students what they can see. Encourage different students to provide all of the words from vocabulary set 1 (introduced in lesson 1). Next, ask students to think about what they do to keep healthy. Write "never," "sometimes," "often," and "always" on the board. Choose one student and ask him / her: **T** "How often do you wash your face?" **S** "I often wash my face." Choose other students in the class and continue to ask questions using all of the key vocabulary from lesson 1.

Song

A 110 Listen and sing. 15 min.

- Tell students to turn to the lyrics on **page 120**. Play **audio track 110**, and have students listen the first time.
- Play the song again, but this time, encourage the students to sing along with the song.

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

Do you wake up early?

How often do you do it?

Do you wake up early?

How often do you do it?

I always wake up early, wake up early, wake up early.

I always wake up early.

Does Steven stay up late?

How often does he do it?

Does Steven stay up late?

How often does he do it?

He sometimes stays up late, stays up late, stays up late.

He sometimes stays up late.

9

110

Listen and sing. Then circle, write, and match.

1. I always / sometimes wake up early.

2. Steven sometimes / never stays up late.

3. Alex often / sometimes gets some exercise.

4. Emma always / never eats fast food.

5. Clare always / sometimes brushes her teeth.

Song



B Read and answer.

Reading

Name: Emma Kemp
Teacher: Mr. Michaels

Healthy Habits

I like to have good habits. They help me stay healthy. For example, when I come home after school, I often ^① . I feel clean after that. My family and I sit down to have dinner together. We always have something healthy for dinner. After dinner, I watch TV with my brothers. Sometimes I ^② to stay fit. I always ^③ and go to bed by nine o'clock. I never ^④ because I want to feel rested for school.

What does Emma do to stay healthy?

1. After school, she often washes her face.
2. She sometimes gets exercise after dinner.
3. Before going to bed, she always brushes her teeth.
4. She never stays up late.

100

Does Alex get some exercise?

How often does he do it?

Does Alex get some exercise?

How often does he do it?

He sometimes gets some exercise, gets some exercise, gets some exercise.

He sometimes gets some exercise.

Does Emma eat fast food?

How often does she do it?

Does Emma eat fast food?

How often does she do it?

She never eats fast food, eats fast food, eats fast food.

She never eats fast food.

Does Clare brush her teeth?

How often does she do it?

Does Clare brush her teeth?

How often does she do it?

She always brushes her teeth, brushes her teeth, brushes her teeth.

She always brushes her teeth.

How about you?

- Tell students to turn to **page 100**. Focus students' attention on part A. Play **audio track 110** again and pause the track after each verse. Tell students to circle the adverb they hear, write the activity, and then match the sentence to the picture.

A Read and circle.

How often do you ...

① get exercise?

always / often / sometimes / never

② take a shower?

always / often / sometimes / never

③ brush your teeth?

always / often / sometimes / never

④ eat fast food?

always / often / sometimes / never

⑤ stay up late?

always / often / sometimes / never







⑥ wake up early?

always / often / sometimes / never

B What does your partner do every day? Ask and answer. Then write.

How often do you get exercise?

I often get exercise.

| | | | |
|---|-----------|---|--|
|  | sometimes |  | |
|  | |  | |
|  | |  | |

Now tell the class.

How often does he / she get exercise?

He / She often gets exercise.

101

Speaking

A Read and circle. 5 min.

- Have students look at **page 101**.
- Tell students to look at the six different activities and circle the adverb that best describes how often they do each of the activities.
- Give students 2–3 minutes to circle the adverbs.
- **CDM** Show students the example.
- Circulate and monitor the students, providing assistance where necessary.

B Speaking activity. 15 min.

- Focus students' attention on the model dialog. Select two students in the class to read the lines for each of the characters. **T** "Can you read the dialog? You be Alex, and you be Emma."
- Put students in pairs. Assign one student to be Student A and the other student as Student B. Have Student A ask Student B the questions first. Student B listens and answers. Student A should write the adverb next to each image based on his / her partner's response. **T** "Work with a partner. Student A, ask first. Student B, answer the questions."

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

- Give students two or three minutes to finish the activity. Then Student B asks Student A the questions and Student A answers. **T** "OK. Now change. Student B asks the questions, and Student A answers."
- Choose one student and ask him / her about his / her partner. **T** "How often does he / she get exercise?" 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.

Reading

B Read and answer. 10 min.

- Focus students' attention on the passage in the Reading section on **page 100**. Tell students to look at the images in the text and give them one minute to do so.
- Next, read the passage to the students, pausing at each picture. Elicit the word from students.
- Tell the students to write the activities in the blank spaces at the bottom of the page. Circulate and monitor the students, providing assistance where necessary.
- Finally, read the passage again, pausing after each sentence, and have the students repeat each sentence after you.

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

More practice

Assign **pages 72 and 73** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 111**.

WB

Lesson Objectives

Students will:

- encounter and explore a story linked to the theme of the unit
- be able to recognize and name the second eight key vocabulary items
- be able to give advice about what someone should or shouldn't do to stay healthy

Vocabulary Key words 2

- | | |
|------------------|--------------------------|
| eat candy | drink water |
| get fresh air | wash your hands |
| take a rest | get a checkup |
| play video games | eat fruit and vegetables |

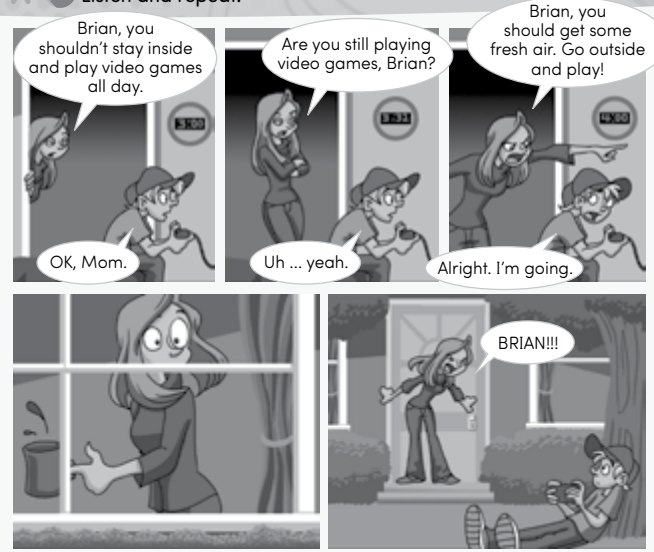
Expansion Structure

- **Should and shouldn't for advice**
You should eat fruit and vegetables.

Materials

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

Listen and repeat.



Role-play the story.

Read the story again. Then answer.

- What is Brian doing in his bedroom?
☐ a. watching TV ☒ b. playing a video game
- What does Clare want Brian to do?
☒ a. go outside ☐ b. eat fresh fruit
- What does Brian do when he is outside?
☒ a. play a video game ☐ b. play soccer

102

Warm-up 5 min.

Tell students to look at part A on **page 101**. Choose one student and ask him / her a question based on the answers he / she chose in the previous lesson. **T** "How often do you take a shower?" **S** "I sometimes take a shower." Continue to ask other students in the class, using a different activity each time. Make sure students are answering based on the answers they provided in the previous lesson.

Story

A **CD** 111 Listen and repeat. 5 min.

- Tell students to turn to **page 102**. Focus students' attention on the comic strip. Ask students one question about the pictures and elicit the answer.
 1. Point to Brian. **T** "Who is he?" (Brian)
 2. Point to the video game controller in Brian's hand. **T** "What is Brian playing?" (a video game)
- Play **audio track 111**. The first time, students can just listen and follow along.
- Play the audio track a second time. Pause after each sentence and give students time to read and repeat.

CDM Show students the animated story on the screen.

B Role-play the story. 5 min.

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

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

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

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

CDM Show students the correct answers on the screen.

Expand

A **CD** 112 Listen and say. 5 min.

- Have students look at the vocabulary on **page 103**.
- Tell students to listen and repeat after the audio.
- Play **audio track 112**. Make sure the students are following along and repeating the words.

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

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

A 112 Listen and say.

1 eat candy **d**

2 drink water **f**

3 get fresh air **a**

4 wash your hands **c**

5 take a rest **b**

6 get a checkup **h**

7 play video games **g**

8 eat fruit and vegetables **e**

B 113 Listen and write the letters.

C 114 Listen. Then look at the pictures. Talk with a partner.

I am unhealthy. You should eat fruit and vegetables. You shouldn't eat fast food.

*shouldn't = should not

1 I am thirsty.

2 I feel tired.

3 My hands are dirty.

4 I feel sick.

5 My teeth hurt.

6 My eyes hurt.

D 115 Chant. Turn to page 120.

Extra!

What does your family do to stay healthy? Talk with a partner.

103

B 113 Listen and write the letters.

5-10 min.

- Have students take out a pencil or pen.
- Tell students they should look at the pictures in part A and write the letter they hear next to each picture.
- Play **audio track 113**. There are pauses in the audio recording to give students time to write, but you may want to pause the track to give them additional time if necessary.
- Review answers, calling on individual students. **T** "What is A?"

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

C 114 Listen. Then look at the pictures. Talk with a partner. 10 min.

- Focus the students' attention on the model dialog in part C. Play **audio track 114**.
- Split the class into two halves, A and B. Instruct group A to repeat the sentence aloud after you. Then have group B repeat the response after you. Have groups switch roles and say again.
- Tell students to look at the six pictures. Put students in pairs and assign one student to be Student A and the other student to be Student B. Tell A to make a statement based on picture 1. Student B responds.

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

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

Answers

1. I am thirsty. → You should drink water.
2. I feel tired. → You should take a rest.
3. My hands are dirty. → You should wash your hands.
4. I feel sick. → You should get a checkup.
5. My teeth hurt. → You shouldn't eat candy.
6. My eyes hurt. → You shouldn't play video games.

D 115 Chant. 5-10 min.

- Tell students to turn to **page 120**. Play **audio track 115**. First, students listen and read the chant silently.
- Assign half of the class to read role 1 and the other half to read role 2.
- Play the audio track again. This time tell the students to read along to their part out loud.

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

I want to be healthy. What should I do?
I want to be healthy. What should I do?
You should eat fruit and vegetables.
That's what to do.
You should eat fruit and vegetables.
That's what to do.

I'm feeling thirsty. What should I do?
I'm feeling thirsty. What should I do?
You should drink some water.
That's what to do.
You should drink some water.
That's what to do.

I'm feeling tired. What should I do?
I'm feeling tired. What should I do?
You should take a rest.
That's what to do.
You should take a rest.
That's what to do.

I want to be healthy. What should I do?
I want to be healthy. What should I do?
You should get a checkup.
That's what to do.
You should get a checkup.
That's what to do.

More practice

Assign **pages 74 and 75** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 111**.

WB

Live Healthy

Lesson Objectives

Students will:

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

Materials

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

Warm-up 5 min.

- Think of a simple problem (e.g. I'm tired, I'm hungry, I'm unhealthy, I'm thirsty, etc.) that students can give advice about.
- Write "You should ..." and "You shouldn't ..." on the board.
- Choose three students in the class and ask them to stand up. Tell the students what your "problem" is and ask each one in turn to give you one piece of advice. However, students must not repeat the same advice. For example, **T** "I'm tired." **S1** "You shouldn't stay up late." **S2** "You should wake up early." **S3** "You should take a rest."
- After all three students have made a suggestion, decide which piece of advice is the "best" in your opinion.
- Encourage students to use new words from the unit as well as any other words or phrases they know.

Connect

A 116 Listen and read. 15 min.

- Have students turn to **pages 104 and 105**.
- Point to the picture of the fruit on **page 104**. Ask students what they can see. Ask students if they think eating fruit is healthy. Tell students they are going to read about more things they can do to be healthy.
- Tell students to read along silently as they listen. Play **audio track 116**.
- Play the audio track again. This time, tell students to try to read aloud as they listen to the story.

CDM Show the animated slideshow.

B Answer the questions. 5 min.

- Focus students' attention on part B. Read the question and answer choices out loud.

How can you live healthy and feel good? It's easy to do. Here are some simple things you can do every day.

First of all, you should always eat healthy foods like fruit and vegetables. Fruit and vegetables have vitamins. They keep your body healthy. You shouldn't eat too much fast food because it has a lot of fat in it.



- Tell students to try to circle the correct answers. Give students 1–2 minutes.
 - Encourage students to use the text to help them answer the questions.
 - Check answers as a class. Read the first question and select a student to give the answer. Repeat for the second question.
- CDM** Show students the correct answers on the screen.

C 117 Listen and write. 10 min.

- Have students turn to **page 106**. Give students directions about what they will hear. **T** "Let's listen. There are four students. They are talking about the reading. What do they say? Write the words that you hear."
- Play **audio track 117**.
- Check answers. Read the sentence up to the answer choice and then stop. Ask students which word they heard. Make sure all students have written the correct word.

1. Fruit and vegetables have lots of vitamins in them!
2. You should go outside and play.
3. You should spend lots of time on the computer.
4. Fast food helps you remember things better.

Another way to be healthy is to get plenty of exercise. Go outside and play. Don't spend too much time on the computer or playing video games.

Finally, get enough sleep. You shouldn't stay up late. You need sleep in order to focus and to stay healthy. Sleep also helps you remember things.

If you follow these simple rules, you'll get sick less often. You'll have lots of energy. You'll feel healthy and be healthy!

B Answer the questions. Circle.

- What kind of food does the reading say you should eat?
a fast food **b fruit and vegetables** c meat
- How often should you get exercise?
a never b sometimes **c often**

105

C 117 Listen and write. Then answer the questions.

1

Fruit and vegetables have lots of vitamins in them!

Is she right? **Yes** No

2

You should go outside and play.

Is she right? **Yes** No

3

You should spend lots of time on the computer.

Is he right? Yes **No**

4

Fast food helps you remember things better.

Is she right? Yes **No**

D What is healthy and what is not healthy? Why? Check and say.

- fruit and vegetables
- fast food
- exercise
- playing computer games
- enough sleep
- staying up late

Healthy

Unhealthy

☒
☐
☒
☐
☒
☐

☐
☒
☐
☒
☐
☒

106

- Play the audio track again for students to check their answers.
- Read sentence 1 to the students. Ask the students whether the girl is right. Tell students to circle Yes or No. Repeat for the rest of the sentences. Encourage students to use the text to help them answer.
- Check answers as a class.

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

D Summary 5 min.

- Focus students' attention on part D at the bottom of **page 106**. Tell the students to re-read the text on **pages 104 and 105** and decide what is healthy and unhealthy.
- T** "What is healthy and what is unhealthy? Do you remember? Check. Look at the text again."
- Check answers as a class.
- Call on students to make sentences using their answers. Stronger students can be encouraged to make several sentences and give a simple summary of the reading.

CDM Show students the correct answers on the screen.

More practice

Assign **page 76** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 111**.



Lesson Objectives

Students will:

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

Materials

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

Warm-up

5 min.

Simon Says

- Tell students you are going to play a game called Simon Says. They have to follow the instructions and act out the actions you give them, but only when you say: **T** "Simon says you should / shouldn't ..."
- Do an example first. **T** "Simon says you should play video games. Simon says you should wash your hands. You should drink water ... I didn't say Simon says!"
- Any students who act out the action when you don't say "Simon says" are out of the game and should sit down. The last student left playing the game is the winner.
- Make sure you use "should" when giving instructions to give students a chance to hear the target grammar. For an extra challenge, occasionally use the instruction "Simon says you shouldn't ..." If students do the action when you use "shouldn't" they are out of the game.
- With stronger classes, students can take turns giving out the instructions.

Writing

A Read the example. Circle the good habits and underline the bad habits. 5 min.

- Tell students to turn to **page 107**. Focus students' attention on the two paragraphs.
- Read each paragraph out loud and have students listen.
- Next, tell students to re-read the text by themselves, circle all of the good habits, and underline the bad habits.

CDM Select individual sounds to give students further practice.

- A** Read the example. Circle the good habits and underline the bad habits.

I always brush my teeth and wash my face in the morning. I sometimes take a shower too. I often eat fast food, but I never drink soda. I don't like soda. It's too sweet. I sometimes stay up late on the weekend.

My mom often tells me what I should do. I should get some fresh air on weekends. I should eat fruit and vegetables. I shouldn't eat candy. But I love candy!

- B** What do you always, often, sometimes, and never do? What should you do and what shouldn't you do? Write two things for each.


| always | often | sometimes | never |
|-----------------------|---------------------|---------------------------------|----------------------|
| <u>take a shower</u> | <u>eat candy</u> | <u>eat fruit and vegetables</u> | <u>drink soda</u> |
| <u>brush my teeth</u> | <u>stay up late</u> | <u>get fresh air</u> | <u>eat fast food</u> |

| should | shouldn't |
|----------------------------------|----------------------------------|
| <u>You should take shower.</u> | <u>You shouldn't eat candy.</u> |
| <u>You should get fresh air.</u> | <u>You shouldn't drink soda.</u> |

107


Review 10-15 min.

- Have students turn to **pages 98 and 99**.
- Direct students' attention to the main picture. **T** "Look at the picture." Call out a letter from a-h and ask students to say the word together, based on their answers from lesson 1. **T** "A. What is the word?"
- Repeat by calling on individual students, saying a letter, and asking students to say the word.
- Direct students to part E on **page 99**.
- Put students in pairs and have them practice making questions and answers by reading the questions and answers in the box. **T** "Student A, you are Emma. Make a question. Student B, you are Alex. Answer."
- Have students look at the main picture and continue to ask questions about the key vocabulary in the main picture.
- Next, have students turn to **page 103**.
- Tell students to look at the vocabulary in part A.
- Call out a number from 1-8 and ask individual students to say the word. **T** "One. Sarah, what is the word?"
- Repeat with a different student for all eight words.
- Direct students to part C.
- Put students in pairs and assign one student to be Student A and the other student to be Student B. Tell A to make a statement based on picture 1. Student B responds. **T** "Student A, make a sentence for picture number one. Student B, answer."


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

Writing preparation 10-15 min.

- Focus students' attention on the writing section at the bottom of **page 107**.
- First, tell students to think about things that they always, often, sometimes, and never do, and fill in the first chart.
- Next, tell students to think about two things they should do and two things they shouldn't do to stay healthy. Students should fill in the second chart.
- Circulate and monitor the students, providing assistance where necessary.

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

Unit wrap-up 5 min.

- To wrap up the unit, ask students to turn to **page 96** in the Workbook.
- Make sure students have a pen or pencil.
- Direct students' attention to the words at the top of the page. Ask students to check all of the words they know.
 "Look at the words. Check the words you know."
- Walk around the class to briefly gauge the words that students have difficulty with. If you see the same words unchecked by many of the students, review these words. Direct the students back to the pages that contain images of these words.
- Next, direct students' attention to the *I can* sentences on the second half of the page.
- Read out each sentence one by one, asking students to check the sentence if they can do it. Make sure that all students understand each sentence before moving on to the next.

I can sentences:

Speaking

1. I can name healthy and unhealthy habits.
2. I can say what things people should and shouldn't do.
3. I can ask and answer questions about habits and health.

Listening

4. I can understand when people talk about habits and health.
5. I can understand when someone asks a question about what people should and shouldn't do.

Reading

6. I can read and understand short passages about which habits people should and shouldn't have.

Writing

7. I can write a few sentences telling what habits people should and shouldn't have.

Writing

Assign **page 95** of the **Workbook** for students to complete the writing activity. This can be completed as homework or in class.

Portfolio writing sample answer

You should always brush your teeth and wash your face.

You should sometimes get exercise and get fresh air.

You shouldn't eat candy.

You shouldn't stay up late.

More practice

Assign **page 77** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 111**.

A Write the words. 10 min.

- Tell students to open their Student Book to **page 108**.
- Point to each of the pictures on the page. Say the word and have students repeat.
- Make sure each student has something to write with.
- Point to picture 1 (candy) and ask students what it is. Write the word *candy* on the board. Tell students to fill in the squares for number 1 on the puzzle.
- Tell students to look at the rest of the pictures and fill in the rest of the squares.
- Encourage students to look back over units 7–9 to help with finding the answers and correct spelling.
- If students are having a difficult time with the words, or for weaker groups, you can write the list of words on the board.
- Once students have written the 8 words in the puzzle, tell them to look at the shaded squares to find the secret word and write it at the bottom of the puzzle.

B 118 Listen. Then circle. 5 min.

- Tell students they will listen to two children talking. The first time, students should just listen.
- Play **audio track 118**.

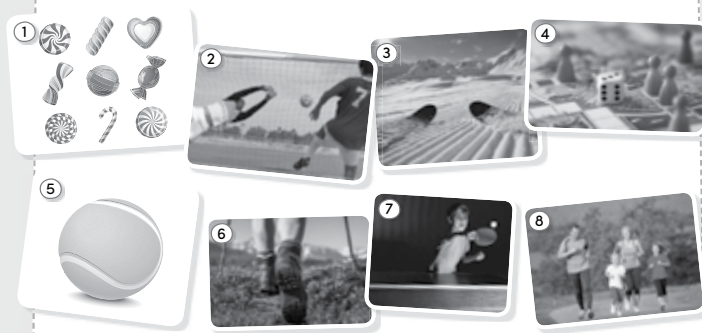
Girl: Do you like playing games?
 Boy: Yes, I do. Let's play pool!
 Girl: No, thanks. I don't like playing pool.
 Boy: Can you play basketball?
 Girl: Yes, I can! I'm good at shooting baskets!
 Boy: How often do you play?
 Girl: I sometimes play basketball, and I always play football in the afternoon! I love playing football!
 Boy: It's hot in the afternoon!
 Girl: Yes, it is. You should drink lots of water and eat fruit.
 Boy: I don't like drinking water, but I love eating fruit!

- Next, read the four questions on **page 109**. Then point to the two answer choices for each question (a and b), and ask students to say what they can see.
- Make sure each student has something to write with. Tell the students they are going to listen to the children talking again. This time, students should circle the correct answer choice.
- Play **track 118** again. If students struggle to keep up, pause the track after each answer is mentioned.
- Review answers as a class. Read the question and call on different students to provide the answers.
- (Optional) Play **track 118** one more time to give students a chance to listen for any answers they may have missed the first time.

A Write the words.



What is the secret word? climbing



108









C Read and circle. 5 min.

- Focus students' attention on part C on **page 109**.
- Read each sentence out loud, including both of the possible answer choices. For example, 1 "Number one. What is / are Steve good at?" Have students repeat after you for each sentence.
- Next, elicit the correct answer choice for sentence 1. Say to students, 1 "What is Steve good at or what are Steve good at?" Encourage students to provide the answer (is). Tell students to circle the word *is*.
- Now tell students to read each sentence by themselves and circle the correct word.
- Monitor and provide assistance if necessary.
- Give students 2–3 minutes to complete the activity.
- Go over answers as a class. Starting with sentence 2, choose a student and ask him / her to read out the correct sentence for each item. Make sure all students have circled the correct word.

D Read the text and choose the best answer.

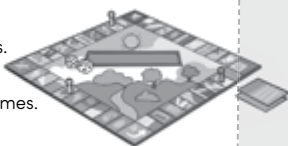
- Have students look at **page 110**.
- Tell students to look at the example at the top of the page in the blue box. Read the example sentence and point to the circled answer. Explain that answers a and c don't match the question.
- Read question 1 to the students, followed by the three possible answer choices. Tell students to think about which answer choice matches the question and circle it.

B Listen. Then circle.

| | | |
|---|---|---|
| 1. What doesn't the girl like playing? |  |  |
| 2. What is the girl good at doing? |  |  |
| 3. What does the girl love playing? |  |  |
| 4. What should the boy do when it is hot? |  |  |

C Read and circle.

- A: What is / are Steve good at?
B: He's good at shoot / shooting baskets.
- I love / loves playing pool.
- He don't / doesn't like playing board games.
- Does she like mountain biking / bike?
- How often do / does they play video games?
- Fruit is good for you. You should / shouldn't eat more.
- I hate eat / eating vegetables.



109

D Read the text and choose the best answer.



Example:

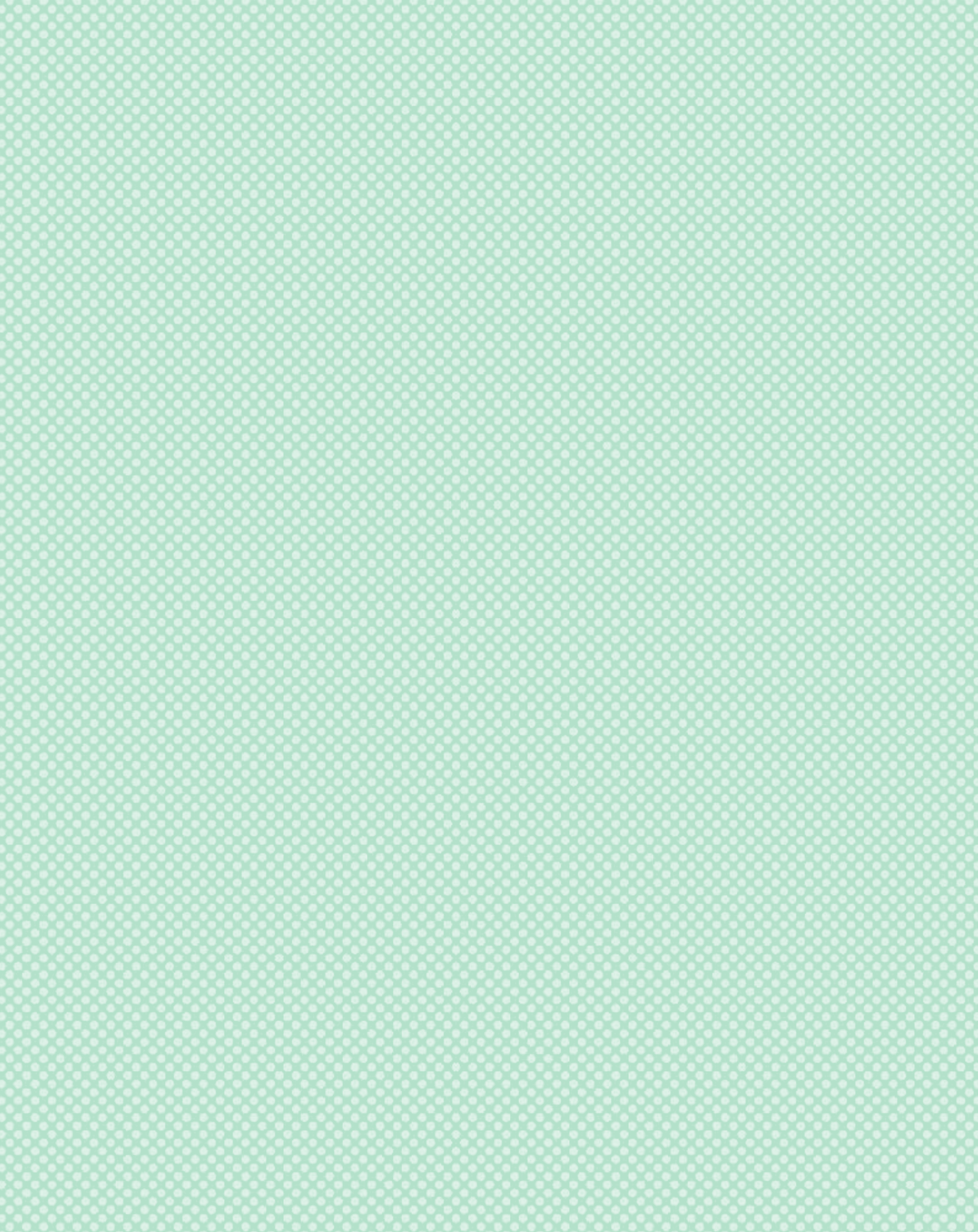
Can I ask you some questions?

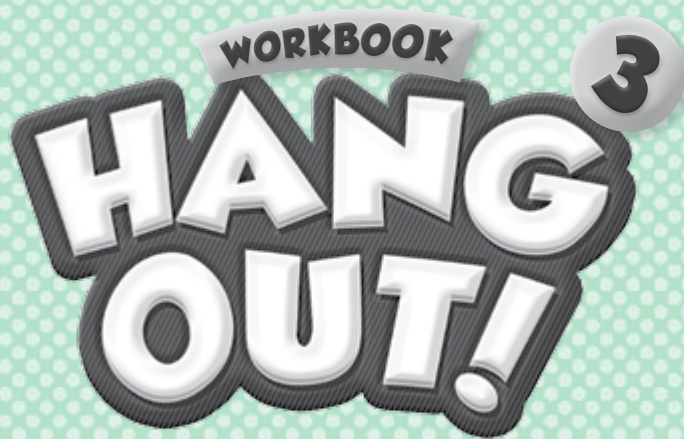
- a. Yes, I am.
b. Yes, you can.
 c. Yes, there is.

- Do you wake up early in the morning?
a. Sometimes, but not on the weekend!
 b. I always play music with my sister.
 c. I go skateboarding.
- How often do you brush your teeth?
 a. In the morning. **b. Always.** c. Yes, I do.
- Do you like getting lots of exercise?
a. No, I don't! I hate doing it.
 b. Yes, I'm good at playing chess.
 c. Yes, I can. I love hiking.
- What are you good at?
a. Ice skating and snowboarding.
 b. Take a rest and get a checkup.
 c. I always drink soft drinks.
- Is it good to eat candy?
 a. I love eating fruit and vegetables.
b. No, people shouldn't eat it.
 c. I don't like climbing trees.

110

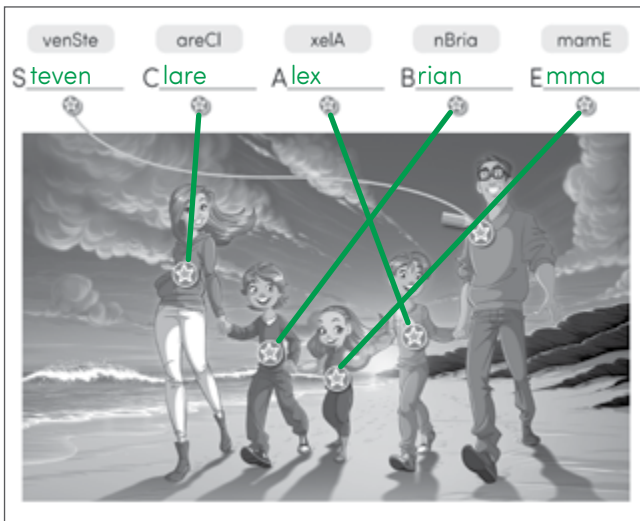
- Repeat for questions 2–5.
- Review answers as a class. Starting with question 1, read the question and ask a student to tell you which answer choice he / she circled.
- Make sure that all students have circled the correct answers.





Answer Key

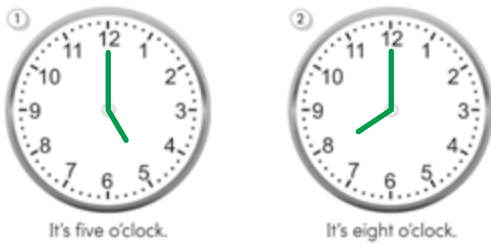
A.



B. 1. b 2. d 3. c 4. a

C. 1. It's three o'clock.
2. It's seven o'clock.
3. It's eleven o'clock.
4. It's nine o'clock.

E.



F. 1st – first 2nd – second 3rd – third
4th – fourth 5th – fifth 6th – sixth
7th – seventh 8th – eighth 9th – ninth
10th – tenth

G. 1. 12th – twelfth
2. 15th – fifteenth
3. 19th – nineteenth
4. 21st – twenty-first
5. 30th – thirtieth

H. 1. e. STWERIDAYUOEWSDF
2. a. KLMOMONDAYSPSQA
3. c. SSEWEDNESDAYNJKLI
4. f. SATURDAYBSEKQPHOP
5. b. TENTUESDAYMNLPSN
6. d. GHJIAEUTHURSDAYYU
7. g. NMWSUNDAYBCXVSM

I. 1. It's Thursday, February 11th.
2. It's Saturday, April 16th.
3. It's Monday, May 2nd.
4. It's Thursday, July 21st.
5. It's Friday, September 23rd.
6. It's Saturday, November 19th.

A. 1. make my bed
2. wash my face
3. brush my teeth
4. wake up
5. get dressed
6. comb my hair
7. put on shoes
8. eat breakfast

B. 1. wakes up
2. wash
3. eats
4. combs
5. brushes

C. 1. brush my teeth
2. eat breakfast
3. get dressed
4. make my bed
5. put on shoes
6. comb my hair
7. wake up early
8. wash my face

D. 1. brushes
2. eats
3. gets dressed
4. make
5. puts on
6. comb
7. wakes up
8. wash

Listening

A. 1. 6:00
2. 7:00
3. 7:00
4. 7:00
5. 8:00

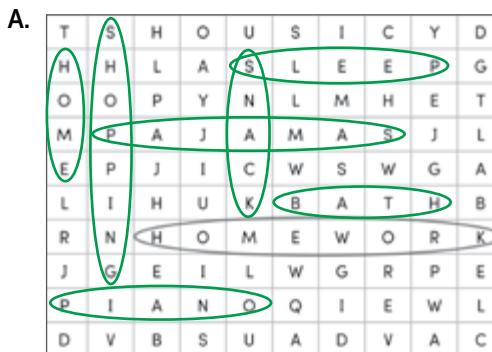
B. 1. d 2. b 3. a 4. c 5. e 6. f

Writing

A. (answers will vary)

B. (model answers)
1. I wake up at six o'clock.
2. I make my bed at six o'clock.
3. I wash my face at seven o'clock.
4. I brush my teeth at seven o'clock.
5. I comb my hair at nine o'clock.
6. I get dressed at eight o'clock.
7. I eat breakfast at eight o'clock.
8. I put on my shoes at nine o'clock.

Vocabulary



Speaking



Vocabulary

- A. 1. skateboard
2. drive a car
3. sew
4. bake
5. ski
6. climb a tree
7. surf
8. work with wood

Q. What does Mom do on her birthday?

A. She eats the cake!

Speaking

- A. 1. Yes, he can.
2. Yes, they can.
3. Yes, they can.
4. No, he can't.
5. Yes, she can.
6. Yes, he can.
7. No, they can't.
8. Yes, she can.

Connect

- A. 1. climb
2. sleep
3. can
4. swim
5. surf

- B. 1. Yes 2. No 3. No 4. No

Reading & Writing

- A. 1. drive a car
2. bake
3. sew
4. surf
5. ski
6. skateboard

- B. b. I Think My Mom Is Great

Unit 3 Last Week at School

- A. 1. waited
2. carried
3. walked
4. listened
5. played
6. painted
7. studied
8. finished

- B. 1. did 2. carried
3. waited 4. did

- C. 1. No 2. Yes 3. No 4. Yes
5. No 6. No 7. Yes 8. Yes

- D. 1. played
2. painted
3. listened
4. did
5. did

Listening

- A. a. Tara b. Pedro
c. Mark d. Andrew
e. Sabrina f. Drew

- B. 1. studied
2. painted
3. finished
4. walked
5. carried
6. listened

Writing

- A. 1. She carried a backpack.
2. He painted.
3. What did they do?
4. What did she do?
5. They listened to music.
6. He played baseball.

Vocabulary

- A. **Down** 1. playground
3. classroom
5. library
7. school bus
Across 2. field
4. gym
6. bus stop
8. hallway

Speaking

- A. 1. a 2. b 3. b 4. b 5. a

- B. 1. classroom / library
2. hallway / hallway
3. school bus / playground
4. field / field
5. field

Connect

- A. 1. played 2. studied
3. studied 4. listened

- B. 1. Yes 2. No 3. Yes 4. No

Reading & Writing

- A. 1. carried a backpack
2. waited
3. bus stop
4. walked
5. painted
6. listened to music

- B. c. Don's Day in the Field

Unit 4 What Are They Doing?

- A.** 1. practice
2. take a picture
3. show
4. pack
5. stand
6. look for
7. help
8. close
- B.** 1. taking
2. packing
3. showing
4. is
5. are
6. closing
- C.** 1. They're practicing the violin.
2. She's taking a picture.
3. He's closing the door.
4. He's packing his backpack.
- D.** 1. packing
2. helping
3. taking
4. closing

Listening

- A.** 1. practicing tennis
2. helping her practice
3. standing next to her
4. showing his baseball glove
5. taking a picture
- B.** 1. b 2. c 3. e
4. a 5. d 6. f

Writing

- A.** 1. He's practicing tennis.
2. She's standing on a mountain.
3. He's looking for food.
4. I'm taking a picture of flowers.
5. They're showing their drawings.

Vocabulary

A.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Z | G | K | J | C | Z | J | K | W | F |
| G | Y | T | A | R | E | S | T | E | F |
| T | V | E | E | A | N | S | W | E | R |
| G | K | A | N | J | R | K | J | G | T |
| I | M | C | T | T | F | E | G | B | H |
| V | F | H | E | Z | G | M | C | Y | E |
| E | I | H | R | R | Y | C | U | O | X |
| G | L | U | E | U | F | D | T | W | E |
| M | L | A | U | G | H | S | O | F | H |
| G | P | S | R | H | P | W | N | Y | R |

Speaking

- A.** 1. Is she cutting paper? / No, she isn't. She's gluing paper.
2. Are they laughing? / Yes, they are.
3. Is she giving him an apple? / No, she isn't. She's giving him an orange.
4. Is he walking out? No, he isn't. He's entering the classroom.
5. Is he resting in bed? / No, he isn't. He's resting at his desk.
6. Is he answering a question? / Yes, he is.
- B.** 1. giving
2. teaching
3. resting

Connect

- A.** 1. practicing
2. riding
3. jumping
4. standing
- B.** 1. Yes 2. Yes
3. No 4. No

Reading & Writing

- A.** 1. showing
2. practicing
3. standing
4. taking a picture
5. laughing
6. resting
- B.** b. Jenny's Picture

Unit 5 In the Kitchen

- A.** 1. onions
2. butter
3. oil
4. chicken
5. eggs
6. omelette
7. salt
8. pepper
- B.** 1. some / any
2. some / any
3. any / some
4. some / any
5. some / any
- C.** 1. some
2. have
3. some
4. any
5. some
6. don't have
7. any
8. have

- D. 1. some
2. has
3. some
4. any
5. any

Listening

- A. 1. b. don't have
2. b. don't have
3. a. have
4. a. have
5. b. don't have
6. b. don't have

- B. 1. any oil
2. any onions
3. some salt
4. some butter
5. any chicken
6. eggs

- C. 1. chicken
2. salt
3. eggs
4. onions

Writing

- A. 1. Yes, I have some onions.
2. No, I don't have any salt.
3. No, I don't have any pepper.
4. Do you have any chicken?
5. Do you have any eggs?
6. No, she doesn't have any onions.
7. Yes, she has some salt.
8. Does she have any eggs?
9. Does she have any omelettes?

Vocabulary

- A. 1. lemon
2. peanut butter
3. water
4. jam
5. muffin
6. strawberry
7. toast
8. hamburger

Q. What does it have?
A. It has some eggs!

Speaking

- A. 1. Are / some
2. Are / some
3. Is / any
4. Is / any

- B. 1. No, there isn't any peanut butter.
2. Yes, there are some lemons.
3. Yes, there are some eggs.

Connect

- A. 1. good
2. leaves
3. hard

- B. 1. Yes
3. No
2. Yes
4. No

Reading & Writing

- A. 1. omelette
2. eggs
3. onions
4. butter
5. strawberries
6. water

- B. c. Cooking Class

Unit 6 Let's Party!

- A. 1. made snacks
2. wore costumes
3. swam
4. sang
5. ran around
6. blew up balloons
7. ate
8. drank

- B. 1. ate
2. wore
3. swam
4. blew
5. sang
6. drank

- C. 1. b
5. g
2. a
6. h
3. c
7. e
4. d
8. f

- D. 1. made
2. blew up
3. ran
4. wore
5. ate

Listening

- A. 1. Yes
4. No
2. No
5. Yes
3. Yes
6. No

- B. 1. drank
2. ate
3. blew up
4. sang
5. swam

- C. 1. b
2. a
3. a
4. a

- A. 1. Manny the mouse blew up balloons for a party.
 2. Chrissy the cat ate strawberry ice cream.
 3. Fannie the frog sang all night.
 4. Felix the fish swam around the lake.
 5. Peter the panda wore costumes for a movie.

B. (answers will vary)

Vocabulary



Speaking

- A. 1. No, I didn't
 2. Yes, they did.
 3. Yes, he did.
 4. No, I didn't.
 5. Yes, I did.
 6. Yes, she did.
- B. 1. Yes, she did.
 2. No, I didn't.
 3. He played games.

Connect

- B. 1. birthday
 2. dress
 3. cookies
 4. danced

Reading & Writing

- A. 1. danced
 2. swam
 3. ate
 4. drank
 5. played games
 6. sang
- B. a. A Great Birthday Party

Unit 7 I Love Sports!

- A. 1. shoot baskets
 2. catch the ball
 3. do push-ups
 4. score a goal
 5. kick the ball
 6. jump rope
 7. jog
 8. pass the ball

- B. 1. scoring
 2. catching
 3. kicking
 4. jogging
 5. jumping

- C. 1. d 2. c 3. b
 4. a 5. f 6. e
 7. h 8. g

- D. 1. at
 2. shooting baskets
 3. am
 4. at
 5. You are good

Listening

- A. 1. kicking the ball
 2. I'm good at
 3. Are you good at
 4. can join
 5. doing push-ups
 6. you can join
- B. 1. Yes 2. Yes 3. No
 4. No 5. Yes

Writing

- A. 1. They're good at jumping rope.
 2. He's good at shooting baskets.
 3. He's good at kicking the ball.
 4. She's good at doing push-ups.
 5. He's good at catching the ball.
 6. They're good at jogging.

B. (answers will vary)

Vocabulary

- A. **Across** 1. serve the ball
 3. fast
 6. high
 8. use a racket
- Down** 2. lift weights
 4. throw a ball
 5. dive
 7. far

Speaking

- A. 1. b 2. a 3. a 4. a
- B. (model answers)
 1. Yes, she is. She can kick the ball far.
 2. Yes, she is. She can dive high.
 3. No, she isn't. She can't throw a ball far.
 4. No, she isn't. She can't lift weights high.

Connect

- A. 1. high 2. can't 3. far
 4. fighting 5. fast
- B. 1. Yes 2. Yes 3. No 4. No

Reading & Writing

- A. 1. passing the ball
2. kicking the ball
3. scoring a goal
4. shooting baskets
5. fast
6. high
- B. b. We Are Good at Sports!

Unit 8 Likes and Dislikes

- A. 1. board game
2. chess
3. ping pong
4. music
5. video game
6. football
7. cards
8. pool
- B. 1. playing
2. playing
3. doesn't like playing
4. loves playing
5. like playing
- C. 1. d 2. b 3. c 4. d
5. g 6. f 7. e 8. h
- D. Like
They like playing board games.
She likes playing chess.
- Don't like
They don't like playing football.
She doesn't like playing ping pong.

Listening

- A. 1. play games
2. playing games
3. playing board games
4. playing chess
5. playing music
6. love playing
- B. 1. Yes 2. Yes 3. No
4. No 5. Yes

Writing

- A. 1. likes
2. loves
3. hate
4. don't like
5. playing
6. love

- B. (model answers)
1. I like playing football.
2. I don't like playing music.
3. I love playing cards.
4. I hate playing chess.

Vocabulary

- A. 1. surfing
2. ice skating
3. mountain biking
4. hiking
5. snowboarding
6. skateboarding
7. skiing
8. climbing trees
- Q. What does it like?
A. It likes surfing!

Speaking

- A. 1. Does / he
2. Do / do
3. like / don't
4. Does / likes
5. Does she / does
6. Does / doesn't
- B. 1. Yes, she does.
2. No, he doesn't. He likes snowboarding.

Connect

- A. 1. snowboarding
2. Mountain biking
3. high
4. Skateboarding
- B. 1. Yes 2. No 3. Yes 4. No

Reading & Writing

- A. 1. surfing
2. playing cards
3. playing music
4. skiing
5. ice skating
6. mountain biking
- B. c. What Bill and Sheena Like to Do for Fun

Unit 9 Health and Habits

- A. 1. wake up early
2. brush my teeth
3. wash my face
4. drink soft drinks
5. take a shower
6. stay up late
7. eat fast food
8. get exercise

- B. 1. often
2. always
3. sometimes
4. sometimes
5. sometimes

- C. 1. Yes 2. Yes 3. No
4. Yes 5. No 6. No
7. Yes 8. No

- D. 1. often
2. sometimes
3. How often
4. never

Listening

- A. 1. No 2. Yes 3. Yes
4. No 5. Yes 6. No

- B. 1. wake up early
2. take a shower
3. eat fast food
4. drink soft drinks
5. get exercise
6. stay up late

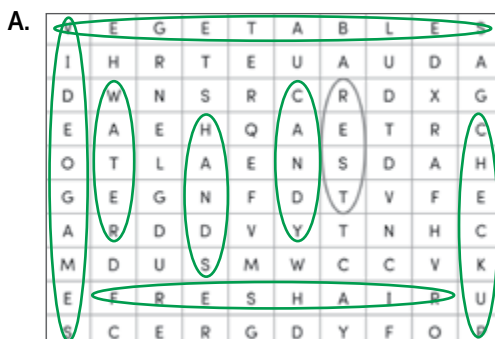
- C. 1. always
2. sometimes
3. never

Writing

- A. 1. He often wakes up early.
2. We sometimes get exercise.
3. He never eats fast food.
4. She always brushes her teeth.
5. I often take a shower.
6. They sometimes drink soft drinks.

- B. (answers will vary)

Vocabulary



Speaking

- A. 1. wash your hands
2. get a checkup
3. drink some water
4. eat candy
5. stay up late
6. play video games

- B. 1. should
2. should
3. shouldn't
4. should

Connect

- A. 1. should wake
2. shouldn't stay
3. should eat
4. should get

- B. 1. wake up early
2. fruit
3. should
4. stay healthy

Reading & Writing

- A. 1. brush your teeth
2. drink water
3. drink soft drinks
4. eat fast food
5. get exercise
6. take a rest

- B. b. Keeping Healthy

