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Scope and Sequence

Welcome

Characters: Daniel, Jenny, Li, Mateo, Nadir
Time: years, time expressions, frequency

Unit	Title	Learning Points	Vocabulary
1	Our Environment	<ul style="list-style-type: none"> Environmental issues Talking about problems and solutions 	Problems: clean air, endangered animal, garbage cans, green areas, litter, noise, pollution, traffic jam Solutions: hold a town hall meeting, pick up litter, plant trees, recycle, ride bikes, start a campaign, take public transportation, write a letter
2	The Future	<ul style="list-style-type: none"> Future activities Making predictions about the future 	Future transportation: flying car, jetpack, rocket, space elevator Places: moon, planet, space, underwater Ways of life: charge our cars, fly drones, live in very tall towers, own robots, travel through time, use holograms, use solar power, work from home
3	Great Ideas from the Past	<ul style="list-style-type: none"> Inventions, discoveries, and famous structures Talking about past events in history 	Inventions: cement, compass, elevator, light bulb, microscope, seat belt, telephone, thermometer Discoveries: gravity, oxygen, Pluto, X-ray Structures: Eiffel Tower, Empire State Building, Golden Gate Bridge, Taj Mahal
4	A School Competition	<ul style="list-style-type: none"> School sports events Talking about experiences 	Actions at sports events: do the high jump, do the long jump, lose an event, run a marathon, run the hurdles, take part in a competition, tie a race, win a prize Sports events: badminton, field hockey, handball, javelin, pole vault, relay, rugby, shot put
5	What a Vacation!	<ul style="list-style-type: none"> Vacation activities Comparing activities, transportation, and locations 	Adjectives: amazing, comfortable, dangerous, enjoyable Vacation activities: fly in a jet, go cliff diving, go snorkeling, go whale watching, go windsurfing, ride a ferry, stay at a campsite, stay at a resort, take a cab, take public transportation, visit ruins, watch lightning
6	An Exciting Basketball Game	<ul style="list-style-type: none"> Actions at a sports game Talking about events at a specific time in the past 	Actions at sports games: blow the whistle, celebrate, cheer, clap, discuss a plan, do an interview, film the game, receive a trophy, scream, slip, take a break, warm up People: coach, crowd, player, referee
7	Helping the Community	<ul style="list-style-type: none"> Community service activities Reporting what someone said 	Community service activities: carry bags, change a tire, clean up beaches, collect money, donate clothes, fix a computer, give advice, help the homeless, hold bake sales, lend a textbook, organize food drives, put up a picture, shovel snow, visit elderly people, volunteer at an animal shelter, wash a car
8	An Accident-filled Party	<ul style="list-style-type: none"> Mishaps and annoyances Talking about activities in the past and recent past 	Accidents: break, drop, find, knock over, lose, smash, spill, trip Habits and routines: be on a diet, have a pet, know your best friend, live in your apartment, play badminton, play the violin, read novels, study English
9	I Wish I Was . . .	<ul style="list-style-type: none"> Desires and goals Talking about wishes and future plans 	Actions: apply for a job, donate money, offer rides, paint a mural, sail around the world, shop online, throw parties, volunteer Objects: credit card, driver's license, mansion, yacht Adjectives: creative, older, retired, wealthy



Structures	Reading
<ul style="list-style-type: none"> • Too much, too many, and not enough with countable and uncountable nouns There is too much pollution. / There are too many traffic jams. / There are not enough garbage cans. • Could to make suggestions We could ride bikes. 	Helping Endangered Species
<ul style="list-style-type: none"> • Will for future predictions We will live on the moon. • Wh-questions with will to ask about future predictions Where will we live? / How will we travel? • Y/N questions with will Will we fly drones? Yes, we will. / No, we won't. 	Technology You Can Wear
<ul style="list-style-type: none"> • Past passive to talk about inventions The light bulb was invented by Thomas Edison. • When with past passive to ask about discoveries and famous structures When was gravity discovered? It was discovered in 1666. 	History of Transportation
<ul style="list-style-type: none"> • Present perfect to talk about past experiences I have taken part in a competition. / I have never won a prize. • Have you ever to ask about past experiences Have you ever played field hockey? Yes, I have played field hockey twice. / No, I have never played field hockey. 	The World's Oldest Competition
<ul style="list-style-type: none"> • Comparatives with more + long adjectives Taking a cab is more comfortable than taking public transportation. • Comparatives with as ... as and not as ... as Watching lightning is as amazing as visiting ruins. 	World Heritage Sites
<ul style="list-style-type: none"> • Past progressive to talk about actions at a specific time He was filming the game at 2:30 p.m. • Past progressive with when to talk about interruptions The crowd was clapping when the player slipped. 	Unusual Sports and Activities
<ul style="list-style-type: none"> • Reported speech (simple present – simple past) I donate clothes. She said that she donated clothes. • Reported speech (simple past – past perfect) I fixed a computer last week. He said that he had fixed a computer last week. 	Learning About Communities
<ul style="list-style-type: none"> • Past tense vs. present perfect I spilled my juice yesterday. I have just spilled my juice. • Present perfect with for and since to talk about duration I have lived in my apartment for five years. / I have lived in my apartment since 2011. 	The Woman Behind the <i>Harry Potter</i> Series
<ul style="list-style-type: none"> • Wish to talk about desires I wish I was older. / She wishes she had a mansion. • Second conditional to talk about hypothetical situations If I was wealthy, I would donate money to charity. 	Retirement in the USA

A 002 Listen and write the names. Then match. 5 min.

- Have students open their Student Book to **page 6**.
- Draw students' attention to the picture of the friends. Tell students that the five friends are sitting around a campfire. They all go to the same school. All of the friends come from different countries, and they all have different personalities and hobbies. If students have completed Hang Out Level 5, ask the students if they can remember any of the characters' names.
- Make sure students have something to write with. Play **audio track 002** and tell students to listen the first time.
- Tell students you will play the track a second time, but this time they should write the names of each student on the lines and match them to the additional information for each character.
- (Optional) Play the track a third time for students to check their answers.



A 002 Listen and write the names. Then match.

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

a	loves painting
b	friendly
c	from Ecuador
d	plays rugby
e	likes computer games

6

B 003 Listen and repeat. 5 min.

- Direct students' attention to **page 7**. Tell students that the numbers are years.
- Play **audio track 003** and tell students to listen the first time.
- Play the track again and ask students to repeat each year.

C Match the years. 5 min.

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

D Write the years in numbers. 15 min.

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

Welcome

E 004 Listen and complete the conversations with the words in the box.

once
twice
three times
five times

a day
a week
a month
a year

once a day twice a year three times a month
once a week five times a week

① How often do you clean your room?
Usually once a week, but my mom wants me to do it once a day.

② How often do you do homework?
I do homework five times a week.
I have a lot of homework.

③ How often does your teacher give you a test?
She usually gives us a test twice a year.
I don't like tests.

④ How often do you go to the movie theater?
I love movies, so I usually go three times a month.
I would like to go every day, though!

8

B 003 Listen and repeat.

① 2015 ② 1825 ③ 1963
④ 2036 ⑤ 1910 ⑥ 1801

C Match the years.

- | | | |
|------------------------|---|--------|
| ① eighteen sixty seven | → | a 1999 |
| ② nineteen ninety nine | → | b 2016 |
| ③ two thousand sixteen | → | c 2002 |
| ④ seventeen thirty two | → | d 1953 |
| ⑤ two thousand two | → | e 1867 |
| ⑥ nineteen fifty three | → | f 2026 |
| ⑦ twenty twenty six | → | g 1732 |

D Write the years in numbers.

- | | | |
|-------------------------|-------|------|
| 1. sixteen seventy four | _____ | 1674 |
| 2. eighteen ten | _____ | 1810 |
| 3. nineteen fifty one | _____ | 1951 |
| 4. two thousand and one | _____ | 2001 |
| 5. twenty twelve | _____ | 2012 |

7

E 004 Listen and complete the conversations with the words in the box.

15 min.

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

F Look at the calendar. Match. 15 min.

- Have students look at the top of **page 9** and ask them what they can see (a calendar).
- Read through each of the time adverbs around the calendar.
- Tell students to match the time adverbs to the dates on the calendar.
- Go over answers as a class.

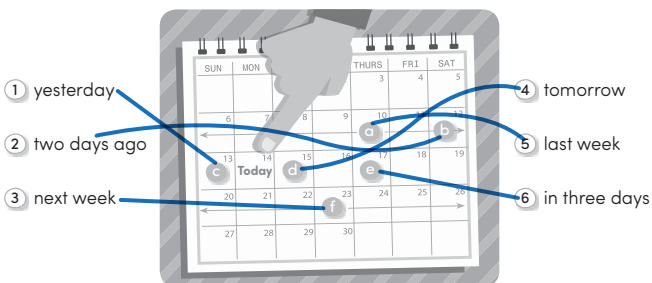
G 005 Listen and check. 15 min.

- Tell students to look at the sentences in part G.
- Play **audio track 005** and tell students to listen the first time.
- Play the track again, but this time tell students to check the Yes or No box depending on whether the sentences are true or false.
- Go over answers as a class.

H Find three classmates. Ask and fill in the chart. 15 min.

- Tell students to stand up and walk around the classroom.
- Tell students to find three of their classmates and ask them the four questions in the chart.
- Students should fill in the chart with the information for each classmate.

F Look at the calendar. Match.



G 005 Listen and check.

- | | Yes | No |
|--|-------------------------------------|-------------------------------------|
| 1. The boy takes guitar lessons once a week. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. The boy plays guitar five times a week. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 3. The boy played the guitar two days ago. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 4. The boy started to play the guitar in 2014. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

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

Name	Ellie			
What hobby?	playing baseball			
How often?	twice a week			
When last time?	yesterday			
When start?	2014			

9

Unit Objectives

- Environmental issues
- Talking about problems and solutions

Lesson Objectives

Students will be able to:

- recognize and name the first eight key vocabulary items
- describe environmental problems with *too much*, *too many*, and *not enough*

Vocabulary Key words 1

traffic jam endangered animal litter pollution
noise clean air green areas garbage cans

Core Structure

- **Too much, too many, and not enough with countable and uncountable nouns**

There is too much pollution. / There are too many traffic jams. / There are not enough garbage cans.

Materials

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

Goal & Warm-up Question 5 min.

- Have students open their Student Book to **page 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** "How can you help the environment?" Call on students individually to answer. If students have difficulty coming up with ideas, suggest some simple environmental problems for students to think about.

A 006 Look and listen. 5 min.

- Talk about the picture; explain the situation shown in the picture, pausing after questions to let students offer answers. **T** "Li, Mateo, and Nadir are going for a bike ride. They are cycling in their local park. Mateo stopped to have a snack. Now he has an empty bag. Li is pointing to a trash can. Can you see any other litter in the park?"
- Play **audio track 006**.

Mateo: What should I do with this empty bag?

Li: You should throw it into the garbage can.
There is too much litter in this park.

Mateo: You're right. Litter is a big problem for the environment.

Li: It is! But I think part of the problem is that there are not enough garbage cans.

Mateo: Yes, and I think that is not the only environmental problem in this town.

Li: What else do you think is a serious problem?

Mateo: Well, for one, there is too much pollution.

Li: I know what you mean. I think there are too many traffic jams during the week. Too many cars cause a lot of pollution.

Mateo: That's why I like riding bikes. I can get exercise, and also I feel like we are helping to protect the environment.

Li: Yes, that's a good reason. I think that there are not enough green areas around here, though, to ride our bikes in.

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

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

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

B 007 Listen and say. 5 min.

- Focus students' attention on the vocabulary list at the bottom of **page 10**.



B 007 Listen and say.



traffic jam



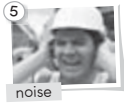
endangered animal



litter



pollution



noise



clean air

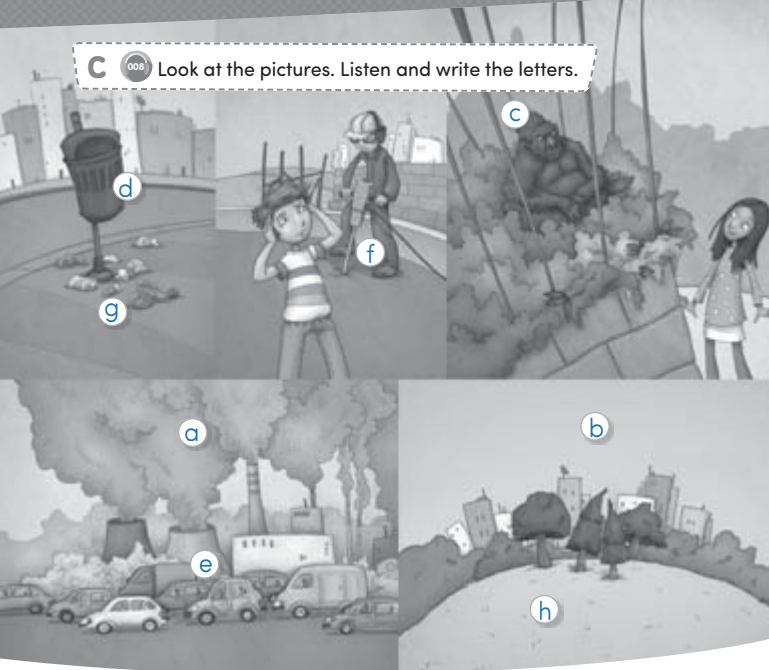


green areas



garbage cans

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



D 009 Chant. Turn to page 112.

E Look at the pictures and say.



There is too much **pollution**.
There are too many **traffic jams**.
There is not enough **clean air**.
There are not enough **garbage cans**.

11

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

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

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

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

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

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

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

D 009 Chant. **10 min.**

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

- Play **audio track 009**, and have students just listen the first time.
- Assign half of the class to read role 1 and the other half to read role 2.
- Play the audio track again. This time tell the students to read along to their part out loud.

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

What's the problem?
Pollution!
Why is it a problem?
There is too much pollution!

What's the problem?
Endangered animals!
Why are they a problem?
There are too many endangered animals!

What's the problem?
Litter!
Why is it a problem?
There is too much litter!

What's the problem?
Clean air!
Why is it a problem?
There is not enough clean air!

What's the problem?
Garbage cans!
Why are they a problem?
There are not enough garbage cans!

What's the problem?
Traffic jams!
Why are they a problem?
There are too many traffic jams!

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

- Tell students to look at the dialog box (part E) on **page 11**.
- Put students in pairs. **T** "Sit with a partner." Have them practice by reading the sentences in the box.
- **CDM** Show students model sentences on the screen. Select from the eight key words to change the example dialog. Have students repeat after the audio each time.
- Have students look at the pictures on **page 11** and continue to make sentences using the key vocabulary from the main picture. **T** "Look at the pictures. Talk about them with your partner."
- Choose two or three students and have them stand and make a sentence for the class.

More practice

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

WB

Lesson Objectives

Students will:

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

Materials

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

Warm-up 5 min.

Tell students to look at the pictures on **page 11**. As a review, ask students what they can see. Encourage different students to provide all of the words from vocabulary set 1 (introduced in lesson 1). Next, ask students to think about some of the environmental problems in their city. Encourage students to use *too much*, *too many*, and *not enough* in their answers.

Reading

A Read. 5-10 min.

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

B Read again and answer. 5-10 min.

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

CDM Show the text and the correct answers to the questions.

Nadir's Opinion Paper

There are many ways to help the environment, but I think having green areas is the most important. Green areas are great for many reasons.

First, green areas offer clean air. There is too much pollution in cities, but green areas have little pollution. And there are many trees. So the air is clean and fresh. This is good for people's health. Next, green areas are good places to exercise and get fit. Many people ride bikes, walk, run, and play sports there. These activities are fun and a great way to spend a day outside. Last, green areas are very beautiful and peaceful. Cities are busy and have too many traffic jams. In some cities, there is litter everywhere. Green areas, however, are usually clean with little garbage. So they look nice and smell fresh.

These are the reasons why I think green areas are important. In my city, there are not enough green areas. I hope we get more of them.

B Read again and answer.

- What is the main idea of Nadir's paper?
 - ☐ a. Green areas need a lot of space.
 - ☒ b. Green areas are important.
 - ☐ c. Green areas are beautiful and peaceful.
- Does Nadir think there is too much pollution in green areas? No
- What do people do in green areas? exercise and get fit
- What does Nadir think about the number of green areas in his city? there are not enough green areas

12

Speaking

A Speaking preparation 5-10 min.

- Have students look at **page 13**.
- Tell students to think of six problems near where they live. Students should come up with three problems that there are too much / many of and three things that there are not enough of.
- Have students complete the two lists in part A.
- Give students 2–3 minutes to complete the lists.
- CDM** Show students the example.
- Circulate and monitor the students, providing assistance where necessary.

B Speaking activity 10 min.

- Focus students' attention on the model dialog. Select two students in the class to read the lines for each of the characters. **T** "Can you read the dialog? You be Jenny, and you be Nadir."
- Tell students to stand up and move around the classroom to find five other students. Explain that they should ask each classmate the question and write down the problems. Make sure that students ask five different classmates.

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.

A Think of six problems in your neighborhood. Write.

too much / many

- _____
- _____
- _____

not enough

- _____
- _____
- _____

B Choose five classmates. Ask and answer. Then write.



What is the biggest environmental problem in your neighborhood?

There are too many cars.



Problem 1: _____

Problem 2: _____

Problem 3: _____

Problem 4: _____

Problem 5: _____

13

- Once students have finished, ask them to sit down again. Select a few students and ask them to report back on one of the problems they found out about.

More practice

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



Lesson Objectives

Students will:

- encounter and explore a story linked to the theme of the unit
- be able to recognize and name the second eight key vocabulary items
- be able to make suggestions using *could*

Vocabulary Key words 2

- | | |
|----------------------------|--------------------------|
| take public transportation | ride bikes |
| recycle | pick up litter |
| write a letter | plant trees |
| start a campaign | hold a town hall meeting |

Expansion Structure

- **Could to make suggestions**
We could ride bikes.

Materials

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

1 **A** 010 Listen and repeat.

B Role-play the story.

C Read the story again. Then answer.

1. What does Emma think about the park?
☐ a. It's beautiful. ☒ b. It's smelly. ☐ c. It's clean.
2. What's the problem in the park?
☐ a. There's too much noise. ☐ b. There's not enough clean air.
☒ c. There's too much litter.
3. What do Emma and Brian do?
☒ a. pick up the litter ☐ b. find a garbage can ☐ c. write a letter

14

Warm-up 5 min.

Tell students to look back at the list of problems they made on **page 13**. Choose a student and ask him / her about one of the problems. **S** "There are too many traffic jams." Repeat with several other students in the class. Encourage students to avoid repeating answers that have been mentioned before.

Story

A 010 Listen and repeat. 5 min.

- Tell students to turn to **page 14**. Focus students' attention on the comic strip. Ask students two questions about the pictures and elicit answers.
 1. Point to Emma. **T** "Who is she?" (Emma)
 2. Point to the litter on the ground. **T** "What is that?" (litter)
- Play **audio track 010**. The first time, students can just listen and follow along.
- Play the audio track a second time. Pause after each sentence and give students time to read and repeat.

CDM Show students the animated story on the screen.

B Role-play the story. 5 min.

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

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

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

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

CDM Show students the correct answers on the screen.

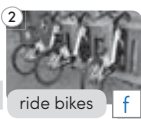
Expand

1

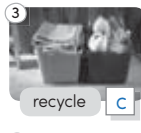
A 011 Listen and say.



take public transportation **b**



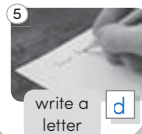
ride bikes **f**



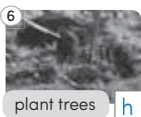
recycle **c**



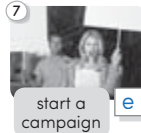
pick up litter **g**



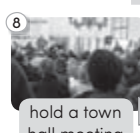
write a letter **d**



plant trees **h**



start a campaign **e**



hold a town hall meeting **a**

B 012 Listen and write the letters.

C 013 Listen. Then look at the pictures. Talk with a partner.

There are not enough garbage cans.	We could write a letter.
There are too many traffic jams.	We could ride bikes.



too many traffic jams



too much air pollution



too much litter



not enough garbage cans



not enough green areas



too many endangered animals

15

013 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 013**.
- 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 sentence based on the prompt under 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

- There are too many traffic jams. → We could ride bikes.
- There is too much air pollution. → We could take public transportation.
- There is too much litter. → We could recycle.
- There are not enough garbage cans. → We could write a letter.
- There are not enough green areas. → We could plant trees.
- There are too many endangered animals. → We could start a campaign.

More practice

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

Expand

A 011 Listen and say. 5 min.

- Have students look at the vocabulary on **page 15**.
- Tell students to listen and repeat after the audio.
- Play **audio track 011**. Make sure the students are following along and repeating the words.

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

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

B 012 Listen and write the letters.

5-10 min.

- Have students take out a pencil or pen.
- Tell students they should look at the pictures in part A and write the letter they hear next to each picture.
- Play **audio track 012**. There are pauses in the audio recording to give students time to write, but you may want to pause the track to give them additional time if necessary.
- Review answers, calling on individual students. **T** "What is A?"

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

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 typical environmental problem or another problem that is common where the students live. Say what the problem is. **T** "There is too much litter." Choose three students and ask them to stand up. Explain that each student needs to suggest a solution. Write "You could ..." on the board. Have each student suggest a solution, but tell them each solution must be different. After all three students have suggested a solution, choose the best one and award that student a point. Repeat several times with other students.

Connect

A **CD** 014 Listen and read. 10 min.

- Have students turn to **pages 16 and 17**.
- Point to the picture of the tiger and ask students if they know what it is. Ask students if they know anything about tigers. Explain that tigers are endangered animals and that students are going to learn more about other endangered animals and what we can do to help them.
- Tell students to read along silently as they listen. Play **audio track 014**.
- Play the audio track again. This time, tell students to try to read aloud as they listen.

CDM Show the animated slideshow.

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

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

1 Environment

A **CD** 014 Listen and read.

HELPING ENDANGERED SPECIES

There are millions of animal and plant species that live all over the world. A species is a group of animals or plants that can breed with each other. Some species have large populations. But other species are in trouble.

Species with small populations are endangered because they could become extinct. Being extinct means they no longer exist on Earth. Endangered animals are those that scientists think are at risk of disappearing. There are thousands of endangered species. The World Wide Fund for Nature is an organization that works to protect the environment. It says that certain types of elephants, gorillas, monkeys, rhinos, tigers, and whales are endangered.

Q What is the World Wide Fund for Nature?

16

C Read again. Discuss the questions.

10 min.

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

CDM Show students the correct answers on the screen.

D **CD** 015 Listen and answer the boy's questions. 10 min.

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

There are many reasons why some animals are endangered. Climates can change, and that can affect the places that animals live. Also, humans are destroying animals' homes to make way for buildings. Pollution and hunting can cause animals to be endangered, too.

Q How do humans affect animals' lives?

What can we do to help endangered animals? We can do a lot of things. Experts think one thing everyone could do is to teach our family and friends about endangered animals. If people know about the problem, they will be more likely to help. We could also write letters to our local newspapers or politicians. We could pick up litter when we see it, and turn off lights when we leave a room. And if we recycle, there will be less litter, and we won't need to take as many new resources such as trees or oil from nature.

Q What are three ways people could help?

What are some things you could do to save our environment and prevent animals from becoming endangered?

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

C Read again. Discuss the questions.

17

E 016 Listen again and check your answers.

10 min.

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

Boy: Hi, Sarah. How is your homework?

Girl: It's OK. I am learning a lot.

Boy: Oh, yeah? About what?

Girl: It's about endangered species, both plants and animals. These are things that might become extinct.

Boy: What does extinct mean?

Girl: When a species completely disappears.

Boy: That's sad. Are there a lot of endangered species?

Girl: Yes, there are thousands of endangered species.

Boy: I didn't know that.

Girl: It's really surprising. I was shocked when my teacher told us that information.

Boy: Why are there a lot of endangered species?

Girl: Some animals lost their habitats.

Boy: Hmm. That makes sense. I wonder what we could do to help out.

Girl: We could do a lot of things. Recycling helps a lot.

Boy: Great! I'm going to recycle more.

Girl: Me, too.

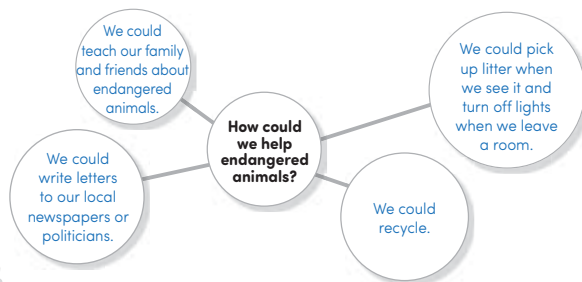
D 015 Listen and answer the boy's questions.



- a. when a species has a large population
 - b. when a species moves from one place to another
 - c. when a species disappears**
- a. No, there are not many endangered species.
 - b. Yes, there are hundreds of endangered species.
 - c. Yes, there are thousands of endangered species.**
- a. Some animals lost their habitats.**
 - b. Some animals couldn't find food.
 - c. Some animals didn't have babies.

E 016 Listen again and check your answers.

F Complete the diagram with information from the reading.



18

F Summary 5 min.

- The summary activity can be done in class if time permits, or students can complete it for homework so they are ready to talk about it briefly during the next lesson.
- Focus students' attention on part F at the bottom of **page 18**. Tell the students to complete the chart with information from the reading.
- Encourage students to skim over the text on **pages 16 and 17** if they have difficulty with any of the answers.
- Check answers as a class.

CDM Show students the correct answers on the screen.

More practice

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

WB

Lesson Objectives

Students will:

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

Materials

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

Warm-up 5 min.

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

Writing

A Read the example. Circle all of the problems and underline all of the solutions. 5 min.

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

CDM Show students the correct answers on the screen.

B Read again and answer the questions. 5 min.

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

- A** Read the example. Circle all of the problems and underline all of the solutions.

Dear Newspaper Editor:

Everyone knows there are too many traffic jams in our city. It's a big problem.

Driving in the city is very slow because so many people drive cars. There is a traffic jam every day, and it takes my dad one hour to drive to work. He is very frustrated. There is also too much pollution because of the traffic jams. We need to fix this problem.

There are many solutions. First, people could take public transportation. There are a lot of buses in the city. And the subway is convenient and fast. Second, people could ride bikes. Biking is an efficient way to get around, and you get to exercise at the same time.

I hope the town hall can do something fast to solve this problem. We will live in a healthier environment if there are fewer traffic jams.

Sincerely,
Robert

- B** Read again and answer the questions.

1. What problem does the writer say there is in his city?
2. What is the first solution that the writer suggests?

- C** Answer the questions.

1. What is an environmental problem in your city?	<u>There is too much litter.</u>
2. Why is it harmful? Write at least two reasons.	<ul style="list-style-type: none"> • <u>It doesn't look good.</u> • <u>It can harm animals.</u>
3. What are two solutions to this problem?	<ul style="list-style-type: none"> • <u>People can pick up the litter.</u> • <u>We could get more garbage cans.</u>

Review 10-15 min.

- Have students turn to **page 11**.
- Direct students' attention to the pictures on **page 11**.
T "Look at the pictures." Call out a letter from a-h and ask students to say the word together, based on their answers from lesson 1. **T** "A. What is the word?"
- Repeat by calling on individual students, saying a letter, and asking students to say the word.
- Direct students to part E on **page 11**.
- Put students in pairs and have them practice making sentences by reading the sentences in the box.
T "Student A, you are Mateo. Make a sentence."
- Have students look at the pictures on **page 11** and continue to ask questions about the key vocabulary.
- Next, have students turn to **page 15**.
- Tell students to look at the vocabulary in part A.
- Call out a number from 1-8 and ask individual students to say the word. **T** "One. Kevin, what is the word?"
- Repeat with a different student for all eight words.
- Direct students to part C.
- Put students in pairs and assign one student to be Student A and the other student to be Student B. Tell A to make a sentence based on picture 1. **T** "Student A, make a sentence for picture number one. Student B, respond."
- Then Student B makes a sentence for picture 2. **T** "Now Student B make a sentence for picture number two."
- Students continue alternating until they have talked about all the pictures.

Writing preparation 10-15 min.

- Focus students' attention on the writing preparation section at the bottom of **page 19**.
- Tell students to read the questions and make notes about their answers.
- Explain that students don't need to write full sentences and that words or phrases are enough at this stage.
- Circulate and monitor the students, providing assistance where necessary.

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

Unit wrap-up 5 min.

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

I can sentences:

Speaking

1. I can talk about environmental problems.
2. I can say how to solve environmental problems.
3. I can ask and answer questions about how to deal with problems in my area.

Listening

4. I can understand when someone talks about environmental issues.
5. I can understand when someone asks a question about how to deal with problems in the environment.

Reading

6. I can read and understand short passages about environmental problems and their solutions.

Writing

7. I can write a few sentences telling about an environmental problem, why it is harmful, and how to solve it.

Writing

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

More practice

Assign **page 13** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 104**.

Unit Objectives

- Future activities
- Making predictions about the future

Lesson Objectives

Students will be able to:

- recognize and name the first eight key vocabulary items
- make future predictions with *will*

Vocabulary Key words 1

space planet underwater moon
flying car rocket jetpack space elevator

Core Structure

- **Will for future predictions**
We will live on the moon.

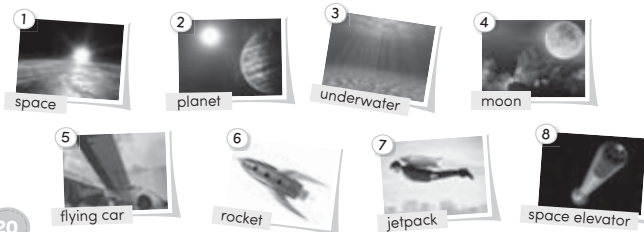
Materials

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

A 017 Look and listen.



B 018 Listen and say.



Goal & Warm-up Question 5 min.

- Have students open their Student Book to **page 20**.
- Read the title of the lesson and the learning points.
- **CDM** Go to the **Aims** page and play the audio.
- Ask students the focus question. **T** "How will the world be different in the future?" Call on students individually to answer. If students have difficulty coming up with ideas, prompt students to think about how we might travel, live, eat, etc. in the future.

A 017 Look and listen. 5 min.

- Focus students' attention on the picture on **page 20**.
- Talk about the picture; explain the situation shown in the picture, pausing after questions to let students offer answers. **T** "Jenny, Mateo, and Nadir are visiting a space museum. They are learning about how the world will be different in the future. They are interested in how we will travel in the future. What type of museums do you like to visit?"
- Play **audio track 017**.

Mateo: This space museum is awesome.

Jenny: I know. There are so many cool and interesting things to see here.

Mateo: Do you think we will live on another planet in the future?

Jenny: I think we will live on the moon first.

Mateo: How will we get there?

Jenny: I think that people will have their own rockets in the future. Then they can go to the moon whenever they want.

Mateo: Having my own rocket would be great. I think that we will use space elevators to travel into space in the future.

Jenny: How do you think we will travel on Earth in the future?

Mateo: I think we will use flying cars.

Jenny: Flying cars would be fun. I think that people will have jetpacks, too.

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

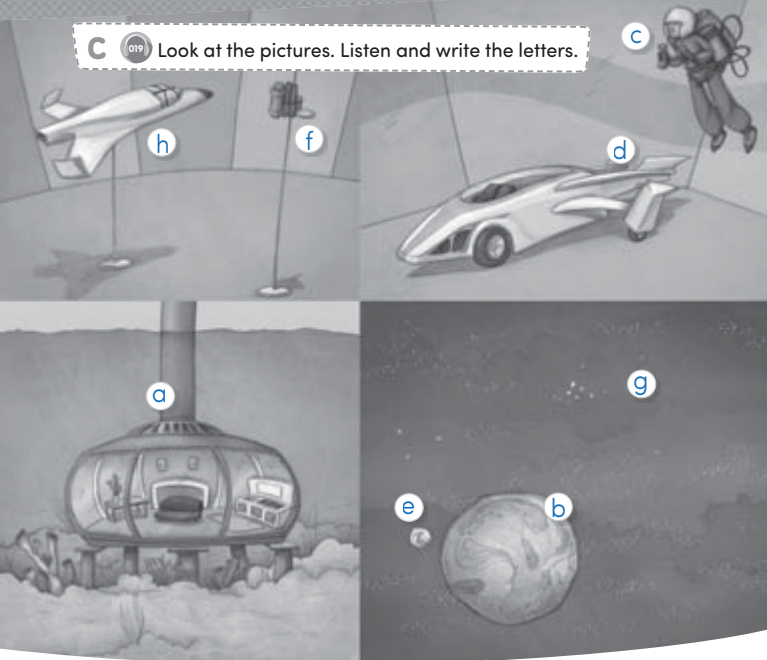
CDM Play the animation. Use the *Caption* and *Script* functions to show students the script.

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

B 018 Listen and say. 5 min.

- Focus students' attention on the vocabulary list at the bottom of **page 20**.
- Tell students to listen and repeat after the audio. **T** "Listen to the words. Look at the pictures and say the words."
- Play **audio track 018**. Make sure the students are following along and repeating the words.

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



D 020 Chant. Turn to page 112.

E Look at the pictures and say.



We will live on the moon.
We will travel by flying car.

21

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

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

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

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

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

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

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

D 020 Chant. **10 min.**

- Tell students to turn to **page 112** where they will see the lyrics to the chant. **T** "Let's listen to a chant. Turn to page 112."
- Play **audio track 020**, and have students just listen the first time.
- Assign half of the class to read role 1 and the other half to read role 2.

- Play the audio track again. This time tell the students to read along to their part out loud.

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

How will the world be different in the future?

We will live somewhere else.

Where will we live?

We will live on the moon.

How will the world be different in the future?

We will travel differently.

How will we travel?

We will travel by flying car.

How will the world be different in the future?

We will live somewhere else.

Where will we live?

We will live underwater.

How will the world be different in the future?

We will travel differently.

How will we travel?

We will travel by space elevator.

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

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

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

- Have students look at the pictures on **page 21** and continue to make sentences using the key vocabulary from the main picture. **T** "Look at the pictures. Talk about them with your partner."
- Choose two or three students and have them stand and make a sentence for the class.

More practice

Assign **pages 14 and 15** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 104**.



Lesson Objectives

Students will:

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

Materials

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

Warm-up 5 min.

Tell students to look at the pictures on **page 21**. As a review, ask students what they can see. Encourage different students to provide all of the words from vocabulary set 1 (introduced in lesson 1). Next, ask students to think about how they think their country will be different in 50 years.

Reading

A Read. 5-10 min.

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

B Read again and answer. 5-10 min.

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

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

Future Space Museum Shop

Receipt

June 19, 2016
3:43 p.m.

Thank you for your purchase, Nadir.

Order Summary

Order #	Quantity	Item	Color	Price
C9P1-120	1	Model Rocket	Blue	\$12.99
C9P1-120	1	Model Flying Car	Red	\$12.99
Subtotal		\$25.98		
Tax		\$2.02		
Shipping and Handling		\$5.00		
Total		\$33.00		

You selected drone delivery to:
600 Brock Drive, Redding, CA 96003, USA
Drone number: RD42-90000
Estimated date of delivery: June 20, 2016

Track your drone:
Visit futurespacemuseum.com to track your drone. Enter your drone number.
Watch your drone as it travels on the map.

If your drone doesn't arrive by June 21, 2016, contact us at:
missingdrone@futurespacemuseum.com

B Read again and answer.

- Where did Nadir go?
☒ a. a museum ☐ b. a supermarket ☐ c. another planet
- What did he purchase? A model rocket and a model flying car
- How much did he spend? \$33.00
- When will the order arrive? June 20, 2016

22

Speaking

A Speaking preparation 5-10 min.

- Have students look at **page 23**.
- Tell students to look at the three questions in the first column. Put students in pairs and ask them to think of two more questions and add them to the first column.
- Make sure students don't write anything in the other two columns yet.
- Give students 2-3 minutes to write their questions.
- **CDM** Show students the example.
- Circulate and monitor the students providing assistance where necessary.

- A** Work with a partner. Make two more questions about how people will live in the future. Write them in the first column.

	Classmate 1	Classmate 2
Where will we travel?	_____	_____
How will we travel?	_____	_____
Where will we live?	_____	_____
_____	_____	_____
_____	_____	_____

- B** Choose two classmates. Ask and answer. Fill in the chart above.



Where will we travel?

We will travel to other planets.

How will we travel?

We will travel by flying car.

Where will we live?

We will live on the moon.



B Speaking activity 10 min.

- Focus students' attention on the model dialog. Select two students in the class to read the lines for each of the characters. **T** "Can you read the dialog? You be Jenny, and you be Mateo."
- Tell students to find two other classmates. Explain that they should ask each classmate the five questions from part A and write down their answers. Make sure that students are asking different classmates from their partner in part A.

CDM Use the model dialog to demonstrate the answer / question exchange, and how to complete the activity in B.
- Give students six or seven minutes to finish the activity.

More practice

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



Lesson Objectives

Students will:

- encounter and explore a story linked to the theme of the unit
- be able to recognize and name the second eight key vocabulary items
- be able to ask and answer Y/N questions about predictions in the future

Vocabulary Key words 2

- | | |
|---------------------|--------------------------|
| use solar power | fly drones |
| use holograms | charge our cars |
| own robots | work from home |
| travel through time | live in very tall towers |

Expansion Structure

Y/N questions with will

Will we fly drones? Yes, we will. / No, we won't.

Materials

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

A 021 Listen and repeat.

B Role-play the story.

C Read the story again. Then answer.

- Who does Brian meet?

<input checked="" type="checkbox"/> a. a robot	<input type="checkbox"/> b. his friend	<input type="checkbox"/> c. his brother
--	--	---
- What is the robot's name?

<input type="checkbox"/> a. Robo Ball	<input checked="" type="checkbox"/> b. Basketball Robot	<input type="checkbox"/> c. Basket Bot
---------------------------------------	---	--
- What does the robot want to do?

<input type="checkbox"/> a. play soccer	<input checked="" type="checkbox"/> b. play basketball	<input type="checkbox"/> c. play cards
---	--	--

Warm-up 5 min.

Tell students to look back at the two questions they made in part A on **page 23**. Choose a student and ask him / her to read out one of the questions. Answer the student's question with your own ideas. Repeat with several other students in the class in the future..

Story

A 021 Listen and repeat. 5 min.

- Tell students to turn to **page 24**. Focus students' attention on the comic strip. Ask students two questions about the pictures and elicit answers.
 - Point to Brian. **T** "Who is he?" (Brian)
 - Point to the basketball on the floor. **T** "What is that?" (a basketball)
- Play **audio track 021**. The first time, students can just listen and follow along.
- Play the audio track a second time. Pause after each sentence and give students time to read and repeat.

CDM Show students the animated story on the screen.

B Role-play the story. 5 min.

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

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

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

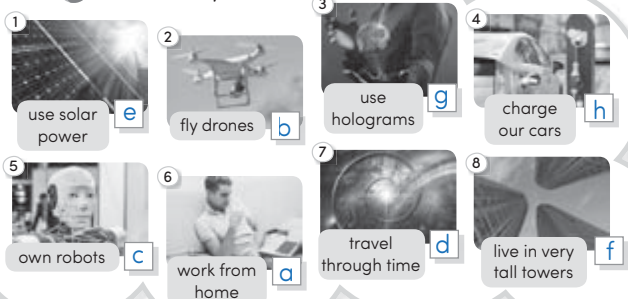
- Direct students' attention to part C.
- Read the questions out loud. Tell students to look at the possible answer choices and check one.
- Review answers as a class.

CDM Show students the correct answers on the screen.

Expand

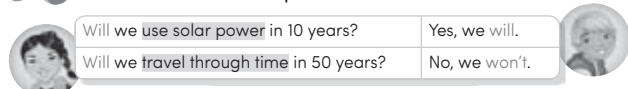
2

A 022 Listen and say.



B 023 Listen and write the letters.

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



25

024 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 024**.
- Split the class into two halves, A and B. Instruct group A to repeat the question aloud after you. Then have group B repeat the answer after you. Have groups switch roles and 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 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

- Will we live in very tall towers in 20 years? → Yes, we will.
- Will we fly drones in 5 years? → Yes, we will.
- Will we use holograms in 10 years? → No, we won't.
- Will we charge our cars in 15 years? → Yes, we will.
- Will we own robots in 25 years? → Yes, we will.
- Will we work from home in 30 years? → No, we won't.

More practice

Assign **pages 18 and 19** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 105**.

Expand

A 022 Listen and say. 5 min.

- Have students look at the vocabulary on **page 25**.
- Tell students to listen and repeat after the audio.
- Play **audio track 022**. Make sure the students are following along and repeating the words.

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

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

B 023 Listen and write the letters.

5-10 min.

- Have students take out a pencil or pen.
- Tell students they should look at the pictures in part A and write the letter they hear next to each picture.
- Play **audio track 023**. There are pauses in the audio recording to give students time to write, but you may want to pause the track to give them additional time if necessary.
- Review answers, calling on individual students. **T** "What is A?"

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

Lesson Objectives

Students will:

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

Materials

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

Warm-up 5 min.

Choose five or six of the predictions from the unit and write them on the board. Make a question for one of the predictions and ask students to raise their hands if they think the answer is yes. **T** "Will we travel by flying cars in 10 years?" Write the number of students who say yes next to the prediction. Repeat for all of the other predictions to see which is the most popular choice.

Connect

A 025 Listen and read. 10 min.

- Have students turn to **pages 26 and 27**.
- Point to the picture of the first woman wearing Google Glass. Ask students if they know what the device is. Explain that Google Glass is a wearable computer. Tell students they are going to learn more about wearable technology in the reading.
- Tell students to read along silently as they listen. Play **audio track 025**.
- Play the audio track again. This time, tell students to try to read aloud as they listen.

CDM Show the animated slideshow.

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

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

Technology You Can Wear

In the near future, you won't need to carry a smartphone. You may be able to wear it. The founders of the search engine company Google have created a new hands-free computer called Google Glass. Google Glass looks like a pair of glasses, but they are in fact much more.

Q What is Google Glass?

Google Glass is controlled by a user's voice and a touchpad. These glasses can search the Internet, take pictures, and provide information about the weather or traffic conditions. The information is displayed right in the lens.

Q How does Google Glass show information?

26

C Read again. Discuss the questions.

10 min.

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

CDM Show students the correct answers on the screen.

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

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

Can you buy Google Glass? Not right now. They are not available to the public. The first Google Glass sold for \$1,500. Google only sells the product to certain types of businesses. Surgeons can use Google Glass to search for information while operating on patients. Engineers can use Google Glass to read directions and watch instructional videos while working on projects.

Connect

2

Q How do surgeons use Google Glass?

Google isn't the only company to create wearable devices. Several companies have come up with watches that users can answer phone calls, send text messages, and play games on. Other wearable devices track fitness activity and heart rates, or create an environment for peaceful sleep.

What wearable devices do you think will be created in the future?

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

C Read again. Discuss the questions.

27

E 027 Listen again and check your answers.

10 min.

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

Boy: Hi, Dad. What are you up to?
 Father: Just reading.
 Boy: What are you reading?
 Father: Something for work. You might be interested, though.
 Boy: Really? Is it about technology?
 Father: Yes. It's about a new product I'll be using at work called Google Glass.
 Boy: What is Google Glass?
 Father: It's a wearable computer.
 Boy: Wow! Cool. I wish I could be an engineer. Will you use it every day?
 Father: I don't know about every day, but it will be a very important part of each project I work on from now on.
 Boy: What will you use it for?
 Father: When I'm creating models, I'll use it to look up information.
 Boy: How much does Google Glass cost?
 Father: It costs \$1,500.

2

026 Listen and answer the boy's questions.



1. a. a wearable computer b. a handheld computer c. a foldable computer
2. a. \$500 b. \$1,000 c. \$1,500
3. a. shorts b. sweatshirts c. watches

E 027 Listen again and check your answers.

F Answer the questions with information from the reading.

How is Google Glass controlled?	by a user's voice and a touchpad
Name three things Google Glass can do.	search the Internet, take pictures, and provide information about the weather or traffic conditions
Can anyone buy Google Glass?	No, they are not available to the public.
Name two professions that use Google Glass.	surgeons and engineers

28

Boy: Wow! Well, I don't think we'll get one anytime soon. Could you bring it home one day?
 Father: We'll see.
 Boy: Hmm ... what types of wearable technology are there besides Google Glass?
 Father: Some people also have special watches.
 Boy: That sounds interesting. Could we get one?
 Father: We'll see.

F Summary 5 min.

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

More practice

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



Lesson Objectives

Students will:

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

Materials

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

Warm-up 5 min.

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

Writing

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

- Tell students to turn to **page 29**. Focus students' attention on the example text.
- Tell students to read the example by themselves.
- Next, tell students to re-read the text and underline all of the future activities.

CDM Show students the correct answers on the screen.

B Read again and answer the questions. 5 min.

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

Writing

A Read the example. Underline all of the future activities.

This is what I think the future will be like. People will live in space. I think we will live on the planet Mars. It's the closest planet to Earth, and scientists already know a lot about it. We will travel in rockets because space is so big, and rockets can travel very fast. We will travel to Earth for vacation. In our free time, we will play with robots. Every family will own a robot.

What other inventions will there be? I think we will have flying cars that drive themselves. Instead of going to the movies, we will watch holograms. We will have robots that clean the house. This is what I really want because I don't like to do cleaning.

B Read again and answer the questions.

1. Where does the writer think people will live?
2. How does the writer think people will travel in space?

C Answer the questions about the future. Use your own ideas.

1. Where will we live?	<u>on the moon</u>
2. How will we travel?	<u>by flying cars</u>
3. Where will we travel?	<u>to other planets</u>
4. What will we do in our free time?	<u>play with robots</u>

Now think about the types of products we will very likely use in the future. Write three ideas.

1. 3D printer
2. hologram computer
3. flying car

Review 10-15 min.

- Have students turn to **page 21**.
- Direct students' attention to the pictures on **page 21**.
T "Look at the pictures." Call out a letter from a-h and ask students to say the word together, based on their answers from lesson 1. **T** "A. What is the word?"
- Repeat by calling on individual students, saying a letter, and asking students to say the word.
- Direct students to part E on **page 21**.
- Put students in pairs and have them practice making sentences by reading the sentences in the box.
T "Student A, you are Nadir. Make a sentence."
- Have students look at the pictures on **page 21** and continue to ask questions about the key vocabulary.
- Next, have students turn to **page 25**.
- Tell students to look at the vocabulary in part A.
- Call out a number from 1-8 and ask individual students to say the word. **T** "One. Kevin, what is the word?"
- Repeat with a different student for all eight words.
- Direct students to part C.
- Put students in pairs and assign one student to be Student A and the other student to be Student B. Tell A to make a question based on picture 1. **T** "Student A, make a question for picture number one. Student B, respond."
- Then Student B makes a question for picture 2. **T** "Now Student B make a question for picture number two."
- Students continue alternating until they have talked about all the pictures.

Writing preparation 10-15 min.

- Focus students' attention on the writing preparation section at the bottom of **page 29**.
- Tell students to read the questions and make notes about their answers in the first chart.
- Then have students think about three products they think we will likely use in the future.
- Explain that students don't need to write full sentences and that words or phrases are enough at this stage.
- Circulate and monitor the students, providing assistance where necessary.

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

Unit wrap-up 5 min.

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

I can sentences:

Speaking

1. I can talk about life in the future.
2. I can say what I think we will and won't do.
3. I can ask and answer questions about what I think life will be like in the future.

Listening

4. I can understand when someone talks about space and the future.
5. I can understand when someone asks a question about things in the future.

Reading

6. I can read and understand short passages about technology and the future.

Writing

7. I can write a few sentences telling what I think life will be like in the future.

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

In the future, we will live on the moon.
We will fly drones in our free time.
I think we will travel by flying cars.
Also, I think we will travel to other planets.

More practice

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

Unit Objectives

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

Lesson Objectives

Students will be able to:

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

Vocabulary **Key words 1**

cement	seat belt
light bulb	telephone
elevator	microscope
thermometer	compass

Core Structure

- **Past passive to talk about inventions**

The light bulb was invented by Thomas Edison.

Materials

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

Q What are some important inventions?

A 028 Look and listen.



B 029 Listen and say.



30

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 are some important inventions?" Call on students individually to answer. If students have difficulty coming up with ideas, ask them to glance around the classroom to look for ideas.

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

- Focus students' attention on the picture on **page 30**.
- Talk about the picture; explain the situation shown in the picture, pausing after questions to let students offer answers. **T** "Mateo is at school presenting a poster to his teacher. He is talking about the invention of the telephone. His teacher is taking notes. Other students have made presentations about other inventions. Do you know who invented the telephone?"
- Play **audio track 028**.

Teacher: What is your presentation about, Mateo?

Mateo: My presentation is all about the telephone.

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

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

Teacher: And when was it invented?

Mateo: It was invented around 1876.

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

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

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

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

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

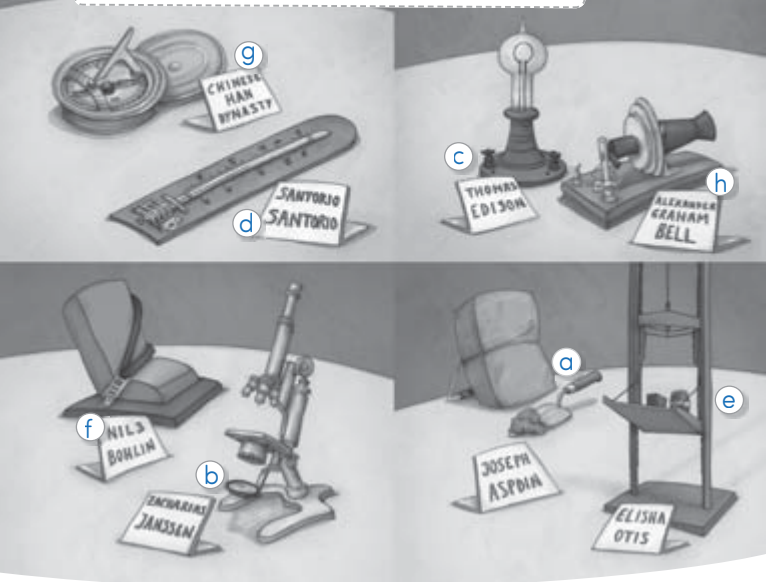
B **CD** 029 Listen and say. **5 min.**

- Focus students' attention on the vocabulary list at the bottom of **page 30**.

- Tell students to listen and repeat after the audio.

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

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



D 031 Chant. Turn to page 113.

E Look at the pictures and say.



The light bulb was invented by Thomas Edison.

31

- Play **audio track 029**. Make sure the students are following along and repeating the words.
- (Optional) Play the audio track again to give students an extra chance to practice, especially if students have difficulty with the pronunciation.
- **CDM** Go to the **Introduction** page and play the audio.
- **CDM** Use the *Word Game* function to provide students with further vocabulary practice.

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

- Play **audio track 030**. Have students listen to the sentences and write the corresponding letters in the circles on the picture. **T** "Listen to the sentences for the key word. Write the letter next to the picture."
- Review answers as a class. Call out a letter, starting with A, and ask one student to say what the key word is. Students don't have to remember the whole sentence, just the key word.
- **CDM** To review key vocabulary, use the *Key Words* and *Flash Cards* functions.
- **CDM** Repeat the activity with drag-and-drop labels.

D 031 Chant. **10 min.**

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

- Assign half of the class to read role 1 and the other half to read role 2.
- Play the audio track again. This time tell the students to read along to their part out loud.

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

What is that?
That's a light bulb.
Who invented the light bulb?
The light bulb was invented by Thomas Edison.

What is that?
That's a telephone.
Who invented the telephone?
The telephone was invented by Alexander Graham Bell.

What is that?
That's a microscope.
Who invented the microscope?
The microscope was invented by Zacharias Janssen.

What is that?
That's an elevator.
Who invented the elevator?
The elevator was invented by Elisha Otis.

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

- Tell students to look at the dialog box (part E) on **page 31**.
- Put students in pairs. **T** "Sit with a partner." Have them practice by reading the sentence in the box.
- **CDM** Show students model sentences on the screen. Select from the eight key words to change the example sentence. Have students repeat after the audio each time.
- Have students look at the pictures on **page 31** and continue to make sentences using the key vocabulary from the main picture. **T** "Look at the pictures. Talk about them with your partner."
- Choose two or three students and have them stand and make a sentence for the class.

More practice

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

WB

Lesson Objectives

Students will:

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

Materials

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

Warm-up 5 min.

Tell students to look at the pictures on **page 31**. As a review, ask students what they can see. Encourage different students to provide all of the words from vocabulary set 1 (introduced in lesson 1). Next, ask students to think about any famous inventions / inventors from their own country.

Reading

A Read. 5-10 min.

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

B Read again and answer. 5-10 min.

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

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

COMPASS

The compass is a tool that helps people find their direction. Many people use compasses when they are traveling in places such as mountains or deserts. Compasses help keep people from getting lost. The compass was invented by China's Han Dynasty. Ancient China made several important inventions. The compass was just one of them.

ELEVATOR

The first modern elevator was invented by Elisha Otis in 1852. This elevator was safe because it wouldn't fall if one of its cables broke. The invention of this type of elevator allowed people to build very tall buildings. The first Otis passenger elevator was used in a building in New York in 1857.

MICROSCOPE

Microscopes allow people to look at very small objects. The first microscope was invented around 1590. Many people believe that it was invented by Zacharias Janssen. Today, microscopes are used by scientists around the world.

B Read again and answer.

1. What are these paragraphs about?

- ☐ a. famous people
☒ b. famous inventions
☐ c. famous buildings

2. Where do people use compasses?

mountains and deserts

3. Who invented the modern elevator?

Elisha Otis

4. What did Zacharias Janssen invent?

the microscope

Speaking

A Speaking preparation 5-10 min.

- Have students look at **page 33**.
- Put students in pairs and explain that one student should be Student A and the other Student B. Tell students they need to use the numbers at the top of the page to solve a code.
- Tell Student A to solve the two questions and answers in the first column by matching the numbers to the letters. Student B should do the same for the questions and answers in the second column.
- Make sure students don't solve the codes in their partner's column.
- Give students 5 minutes to write the questions / answers.
- **CDM** Show students the example.
- Circulate and monitor the students providing assistance where necessary.

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

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

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

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



Who invented the telephone?

The telephone was invented by Alexander Graham Bell.



33

B Speaking activity 10 min.

- Focus students' attention on the model dialog. Select two students in the class to read the lines for each of the characters. **T** "Can you read the dialog? You be Nadir, and you be Li."
- Tell students to find a new partner from part A. Explain that Student A should ask questions 1 and 2, while Student B gives the answers. Next, Student B asks questions 3 and 4, while Student A gives the answers.
- Have students write down the remaining two answers in Part A.

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

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 105**.



Lesson Objectives

Students will:

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

Vocabulary Key words 2

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

Expansion Structure

- **When with past passive to ask about discoveries and famous structures**
- When was gravity discovered? It was discovered in 1666.

Materials

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

3 **A** **032** Listen and repeat.

Did you know the compass was invented by China's Han Dynasty?

Cool! I didn't know that.

Yeah! It was invented in 206 BCE. And guess what!

What?

I built my own compass. Let's use it to get to the new park the city just built.

Is this a good idea?

Don't worry. According to my compass, we should keep walking north.

This is definitely not right.

Oops! I guess my compass doesn't work.

B Role-play the story.

C Read the story again. Then answer.

- Where was the compass invented?

<input type="checkbox"/> a. America	<input type="checkbox"/> b. Europe	<input checked="" type="checkbox"/> c. China
-------------------------------------	------------------------------------	--
- What does Emma want to show Alex?

<input type="checkbox"/> a. her map	<input type="checkbox"/> b. her telephone	<input checked="" type="checkbox"/> c. her compass
-------------------------------------	---	--
- Where does Emma want to go?

<input type="checkbox"/> a. China	<input checked="" type="checkbox"/> b. the park	<input type="checkbox"/> c. another city
-----------------------------------	---	--

34

Warm-up 5 min.

Tell students to look back at part A on **page 33**. Choose a student and ask him / her one of the questions that the students solved in the last lesson (see below). Choose a different student for each of the other three questions.

- Who invented the TV? (John Logie Baird)
- Who invented the laptop? (Adam Osborne)
- Who invented the airplane? (The Wright brothers)
- Who invented the car? (Karl Benz)

Story

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

- Tell students to turn to **page 34**. Focus students' attention on the comic strip. Ask students two questions about the pictures and elicit answers.
 1. Point to Alex. **T** "Who is he?" (Alex)
 2. Point to the children in frame 4. **T** "What are they doing?" (walking)
- Play **audio track 032**. The first time, students can just listen and follow along.

- Play the audio track a second time. Pause after each sentence and give students time to read and repeat.

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

3

A 033 Listen and say.

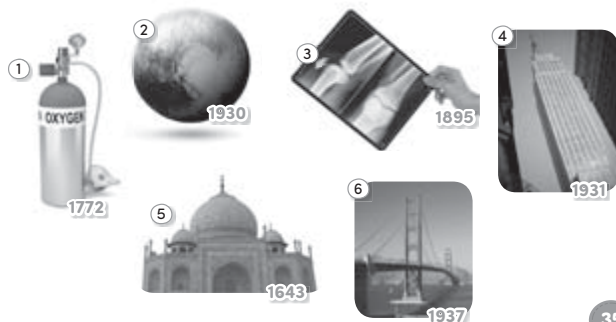


How to say it
1666 → sixteen sixty six
1889 → eighteen eighty nine

B 034 Listen and write the letters.

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

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



35

CD 035 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 035**.
- Split the class into two halves, A and B. Instruct group A to repeat the question aloud after you. Then have group B repeat the answer after you. Have groups switch roles and 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 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

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

Expand

A CD 033 Listen and say. 5 min.

- Have students look at the vocabulary on **page 35**.
- Tell students to listen and repeat after the audio.
- Play **audio track 033**. Make sure the students are following along and repeating the words.

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

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

B CD 034 Listen and write the letters.

5-10 min.

- Have students take out a pencil or pen.
- Tell students they should look at the pictures in part A and write the letter they hear next to each picture.
- Play **audio track 034**. There are pauses in the audio recording to give students time to write, but you may want to pause the track to give them additional time if necessary.
- Review answers, calling on individual students. **T** "What is A?"

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

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

Warm-up 5 min.

Make sure students have their Student Books closed. Tell the students you are going to give them a quiz based on the last lesson (but treat it as fun). Write True on the left side of the board and False on the right side, and have students stand up in the middle of the room. Explain that you will read the students a sentence and they should move to the side of the room depending on whether the answer is true or false. Make sentences based on activity C on **page 35**.

Connect

A 036 Listen and read. 10 min.

- Have students turn to **pages 36 and 37**.
- Point to the picture of the car and ask students what it is. Tell students they are going to learn more about the history of transportation.
- Tell students to read along silently as they listen. Play **audio track 036**.
- Play the audio track again. This time, tell students to try to read aloud as they listen.

CDM Show the animated slideshow.

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

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

C Read again. Discuss the questions. 10 min.

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

HISTORY OF TRANSPORTATION

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

How did people travel before modern transportation came?

Automobiles, more commonly known as cars, are everywhere. In 1885, German-born Karl Benz made one of the first automobiles with an internal combustion engine. An internal combustion engine is a device that creates power by mixing and burning air and fuel. Today, cars are produced by companies in many countries, such as Japan, South Korea, Germany, and the United States.

What is a different name for a car?

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

CDM Show students the correct answers on the screen.

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

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

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

- Play **audio track 038** for students to listen to the full conversation with answers included.
- Tell students to listen and check their answers to the questions from part D.

Airplanes allow people to travel long distances quickly. Many people experimented with flying in the 1800s. Finally, in the early 1900s, two brothers named Orville and Wilbur Wright became the first to successfully build and fly an airplane. Today, airplanes can transport hundreds of people at a time. And they can travel more than 500 miles per hour.

When was the first successful airplane built?

Spacecraft are used to travel into space. Many American spacecraft have been designed by NASA, the US space agency. In 1961, Russian cosmonaut Yuri Gagarin flew around the Earth in a spacecraft. He was the first person to go to space. In 1969, a spacecraft took several American astronauts to the moon. Today, many other countries also want to travel into space and to other planets.

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

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

C Read again. Discuss the questions.

Connect

3

3

Listen and answer the boy's questions.



- a. in 1900 b. in 2000 c. in 1885
- a. Yuri Gagarin b. Karl Benz c. Orville and Wilbur Wright
- a. Yuri Gagarin b. Karl Benz c. Orville and Wilbur Wright

Listen again and check your answers.

Complete the chart with information from the reading.

	Cars	Airplanes	Spacecraft
People	Karl Benz	Orville and Wilbur Wright	Yuri Gagarin
Important dates	1885	Early 1900s	1961, 1969
A fact	produced by companies in many countries	can travel 500 miles per hour	took several American astronauts to the moon

38

- Go over answers as a class.

Boy 1: Hey, Rob, what are you looking at?
 Boy 2: Hi, Tom. I'm just reading about different types of transportation. I'm learning about cars now.
 Boy 1: Oh, cool. Do you know when the first car was invented?
 Boy 2: It was invented in 1885.
 Boy 1: Wow! That was a long time ago. So many people use cars. I bet life was a lot harder before they were invented.
 Boy 2: Yeah, probably. Transportation definitely makes our lives easier. Imagine if there weren't airplanes.
 Boy 1: Airplanes are awesome.
 Boy 2: They're great. They're more than 100 years old.
 Boy 1: Who invented the first airplane?
 Boy 2: It was invented by Orville and Wilbur Wright.
 Boy 1: Neat. Thanks for telling me all this information.
 Boy 2: No problem. I think the coolest form of transportation is the spacecraft. It would be fun to be an astronaut.
 Boy 1: I think it sounds scary. People who travel in space are brave. Who was the first person to travel in space?
 Boy 2: Yuri Gagarin.
 Boy 1: Good for him. Thanks again for teaching me.
 Boy 2: You're welcome. I'm happy to help, but I need to go home now.

Boy 1: How are you getting home?
 Boy 2: I'm going to use an old-fashioned type of transportation ... my feet. I'm going to walk.
 Boy 1: Haha. Goodbye, Rob. Have a nice day.

Summary 5 min.

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

CDM Show students the correct answers on the screen.

More practice

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



Lesson Objectives

Students will:

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

Materials

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

Warm-up 5 min.

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

Writing

A Read the example. Circle all of the people and underline all of the dates. 5 min.

- Tell students to turn to **page 39**. Focus students' attention on the example text.
- Tell students to read the example by themselves.
- Next, tell students to re-read the text, circle all of the people and underline all of the dates.

CDM Show students the correct answers on the screen.

B Read again and answer the questions. 5 min.

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

- A Read the example. Circle all of the people and underline all of the dates.

A very important invention is the digital camera. It was invented by Steven Sasson in the 1970s. He worked for Eastman Kodak, a company that made cameras and other camera equipment. Pictures you take with a digital camera can be put onto the computer. Digital cameras are very popular today. Most smartphones even have digital cameras built into them.

An amazing structure is Angkor Wat in Cambodia, a country in Southeast Asia. It was built by King Suryavarman II of the Khmer Empire. Angkor Wat is very old. It was built in the 1100s. There are many temples close to Angkor Wat, and it is a popular location for tourists to visit.

- B Read again and answer the questions.

1. Who invented the digital camera?
2. When was Angkor Wat built?

- C Complete the chart with information about one invention, one discovery, and one structure that you know about.


Invention, discovery, structure	What you already know	What you want to learn
cell phone	invented by Martin Cooper	When was it invented?
Mooi	exists on Easter Island	How was it carved?
Tower of Pisa	built in 1173	Who built it?

Review 10-15 min.


- Have students turn to **page 31**.
- Direct students' attention to the pictures on **page 31**.
T "Look at the pictures." Call out a letter from a-h and ask students to say the word together, based on their answers from lesson 1. **T** "A. What is the word?"
- Repeat by calling on individual students, saying a letter, and asking students to say the word.
- Direct students to part E on **page 31**.
- Put students in pairs and have them practice making sentences by reading the sentences in the box.
T "Student A, you are Nadir. Make a sentence."
- Have students look at the pictures on **page 31** and continue to ask questions about the key vocabulary.
- Next, have students turn to **page 35**.
- Tell students to look at the vocabulary in part A.
- Call out a number from 1-8 and ask individual students to say the word. **T** "One. Kevin, what is the word?"
- Repeat with a different student for all eight words.
- Direct students to part C.
- Put students in pairs and assign one student to be Student A and the other student to be Student B. Tell A to make a question based on picture 1. **T** "Student A, make a question for picture number one. Student B, respond."
- Then Student B makes a question for picture 2. **T** "Now Student B make a question for picture number two."
- Students continue alternating until they have talked about all the pictures.

Writing preparation 10-15 min.

- Focus students' attention on the writing preparation section at the bottom of **page 39**.
- Tell students to think of one invention, one discovery, and one structure. Students should fill in the first column of the chart.
- Then have students think of one thing they already know about the invention / discovery / structure, and one thing they would like to find out.
- Have students complete the rest of the 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 84** in the Workbook.
- Make sure students have a pen or pencil.
- Direct students' attention to the words at the top of the page. Ask students to check all of the words they know.
 "Look at the words. Check the words you know."
- Walk around the class to briefly gauge the words that students have difficulty with. If you see the same words unchecked by many of the students, review these words. Direct the students back to the pages that contain images of these words.
- Next, direct students' attention to the *I can* sentences on the second half of the page.
- Read out each sentence one by one, asking students to check the sentence if they can do it. Make sure that all students understand each sentence before moving on to the next.

I can sentences:

Speaking

1. I can talk about inventions, discoveries, and structures.
2. I can say who invented, discovered, or built them.
3. I can ask and answer questions about when they were invented, discovered, or built.

Listening

4. I can understand when someone asks about inventions, discoveries, and structures.
5. I can understand when someone asks a question about who made something, or when it was made.

Reading

6. I can read and understand short passages about inventions.

Writing

7. I can write a few sentences telling about an invention, and what I still want to learn about.

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

The cell phone is a great invention. It was invented by Martin Cooper. The first cell phone was invented in 1973.

Moai are structures on Easter Island. They were carved by people on the island.

The Tower of Pisa was built in 1173. It was built by Tommaso di Andrea Pisano.

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**.

A Find the words. Circle. 10 min.

- Tell students to open their Student Book to **page 40**.
- Have students look at the written clues at the top of the page.
- Read the first clue and elicit the answer from students (pollution). Have students try to find the word in the puzzle and circle it.
- Tell students to read the rest of the clues, find the words in the puzzle and circle them.
- Encourage students to look back over units 1–3 to help with finding the answers.

B CD 039 Listen. Then circle. 10 min.

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

Girl: Will you help me do my homework?

Boy: OK, as long as it's not too difficult. What's it about?

Girl: I have to answer lots of questions. The first two are on the environment. It's about the differences between living in a city and the countryside.

Boy: That's easy. In big cities there's too much noise and there's not enough clean air.

Girl: I can see you prefer the countryside.

Boy: Living in the city is OK, but people don't pick up litter, and there's too much noise because there are too many traffic jams.

Girl: OK. Next question. What can we do to get more green areas in the city like there are in the countryside?

Boy: Well, that's a good question. We could write a letter to a newspaper or start a campaign to get more green areas.

Girl: That's great. I hadn't thought about that.

Boy: Is all your homework about the environment?

Girl: No, there are different topics. The next question is about our opinions on the future. Do you think we will live on the moon one day?

Boy: Hmm ... I'm not sure. What did you put?

Girl: I put yes because I think one day we will live there and on some other planets, too.

Boy: It's possible, but will we travel through time? We won't travel long distances in space until we travel through time.

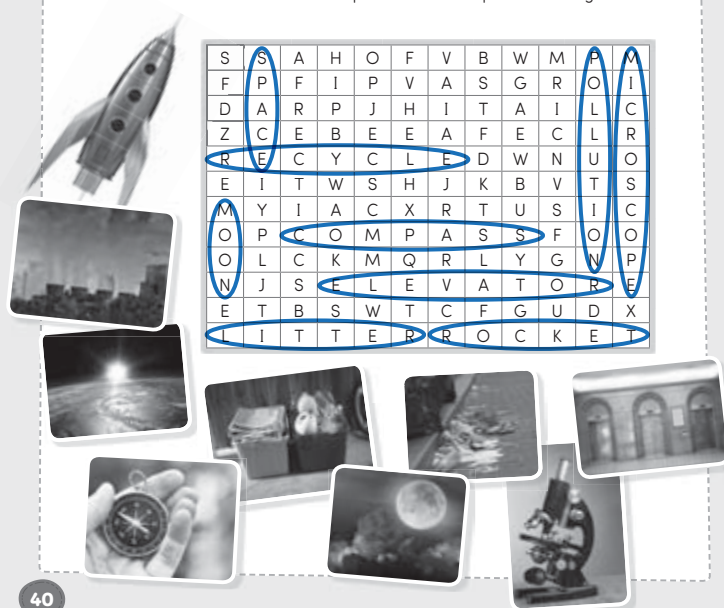
Girl: I don't know. The only future I'm thinking about now is tomorrow in class and getting all my homework done.

Boy: Ha, ha. Very funny.

Girl: Only two more questions. These are about inventions and discoveries.

A Find the words. Circle.

1. There is a lot of this in big cities but not usually in the countryside.
2. An untidy mess of paper or rubbish in a public place.
3. A machine that carries people up and down in buildings.
4. A small device with a lens to help us see very small things.
5. When new products are made from the things we throw away.
6. The round object that moves around the Earth.
7. The area outside of the Earth's atmosphere where other planets and stars are.
8. A form of transportation that astronauts use to travel in space.
9. A small device with a needle that points north to help us find the right direction.



40

Boy: I'm good at inventions and discoveries. What are the questions?

Girl: Who invented the light bulb and when was the Eiffel Tower built?

Boy: The light bulb was invented by Thomas Edison and the Eiffel Tower was built in 1889.

Girl: Wow. I'm impressed. You are good.









Boy: I'm enjoying this. What's the next question?

Girl: No, there aren't any more. You've done my homework for me. Thanks!

Boy: You're welcome.

- Next, read the four questions on **page 41**. Then point to the two answer choices for each question (a and b), and ask students to say what they can see.
- Make sure each student has something to write with. Tell the students they are going to listen to the two children talking again. This time, students should circle the correct answer choice.
- Play **track 039** again. If students struggle to keep up, pause the track after each answer is mentioned.
- Review answers as a class. Read the question, and call on different students to provide the answers.
- (Optional) Play **track 039** one more time to give students a chance to listen for any answers they may have missed the first time.

B Listen. Then circle.

1. What does the boy think there is too much of in the city?		
2. What does the boy say people could do to help the environment?		
3. What does the girl think people will do in the future?		
4. Which invention does the girl want to know about?		

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

- There is too many pollution. much
- The telephone is invented by Alexander Graham Bell. was
- There is not enough garbage cans. are
- We will lives on the moon. live
- We could writing a letter. write
- When was the Taj Mahal building? built

41

D Read the story. Choose the correct words from the box. Write them next to numbers 1–6. There is one example.



We visited two places on our school trip yesterday. First, we went to the new science museum. It was interesting. We saw all kinds of inventions, like the first ¹ telephone and thermometer. We also looked at new inventions, like flying ² drones. I tried controlling one, but it crashed into a wall. Later on, we listened to a scientist talk about how we could use solar ³ power in the future, and then we saw a video about how holograms work and what the future might be like. It was amazing. In the afternoon, we left and went to see an environmental project where people were ⁴ planting trees and building a green area to help reduce ⁵ pollution and create a space for endangered animals. It was a really interesting day. Our teacher says next week we'll watch a video about famous buildings like the ⁶ Empire State Building or the Taj Mahal, but I'd rather go back to the museum or find out more about the environmental project.

telephone	compass	recycle	pollution	drones
jetpack	planting	microscope	power	Empire State Building

Choose the best title for the story. Check.

- ☐ a. Famous Discoveries
☒ b. A Day Out with the School
☐ c. A Trip to the Countryside

42

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

- Focus students' attention on part C on page 41.
- Read each sentence or question out loud. Tell students that there is a mistake in each one.
- Ask students to identify the mistake in item 1 (many) and to circle it. Then have students write the correct word on the blank space (much).
- Now tell students to read each sentence / question by themselves, circle the mistake, and write the correct word on the blank space.
- Monitor and provide assistance if necessary.
- Give students 2–3 minutes to complete the activity.
- Go over answers as a class. Starting with sentence 2, choose a student and ask him / her to read out the corrected sentence for each item. Make sure all students have circled the mistake.

D Read the story. Choose the correct words from the box. Write them next to numbers 1–6. There is one example. 15 min.

- Have students look at page 42 and focus students' attention on the picture. Ask students what they can see (some children at a museum).
- Next, tell students to read through the text from start to finish. Tell students not to write anything at first.
- Have students read through the text again and fill in the blank spaces using words from the box at the bottom of the page.
- Review answers as a class.
- Finally, ask students to look at the possible titles at the bottom of the page and check the best one.

Unit Objectives

- School sports events
- Talking about experiences

Lesson Objectives

Students will be able to:

- recognize and name the first eight key vocabulary items
- talk about past experiences at sports events

Vocabulary **Key words 1**

take part in a competition
lose an event
do the long jump
run a marathon

win a prize
tie a race
do the high jump
run the hurdles

Core Structure

- **Present perfect to talk about past experiences**

I have taken part in a competition. / I have never won a prize.

Materials

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

Q What sports have you competed in at school?

A 040 Look and listen.**B** 041 Listen and say.**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 sports have you competed in at school?" Call on students individually to answer. If students have difficulty coming up with ideas, suggest one or two sports that are played at the school.

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

- Focus students' attention on the picture on **page 44**.
- Talk about the picture; explain the situation shown in the picture, pausing after questions to let students offer answers. **T** "Daniel and Jenny are standing on their school's athletics track. They are talking about their school sports day. In the background, Mateo is practicing the long jump. Do you like school sports day? What's your favorite sport?"
- Play **audio track 040**.

Daniel: I love school sports day. It's so exciting.

Jenny: Me, too! It's my favorite day of the year.

Daniel: What events are you going to take part in today?

Jenny: I'm going to do the long jump and the high jump. What about you?

Daniel: I'm going to run the hurdles.

Jenny: I've never run the hurdles before. Is it difficult?

Daniel: It can be, but I think it's fun.

Jenny: Have you ever won a prize?

Daniel: Yes. Last year, I ran the hurdles the quickest, so I won a prize.

Jenny: Wow! That's fantastic.

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

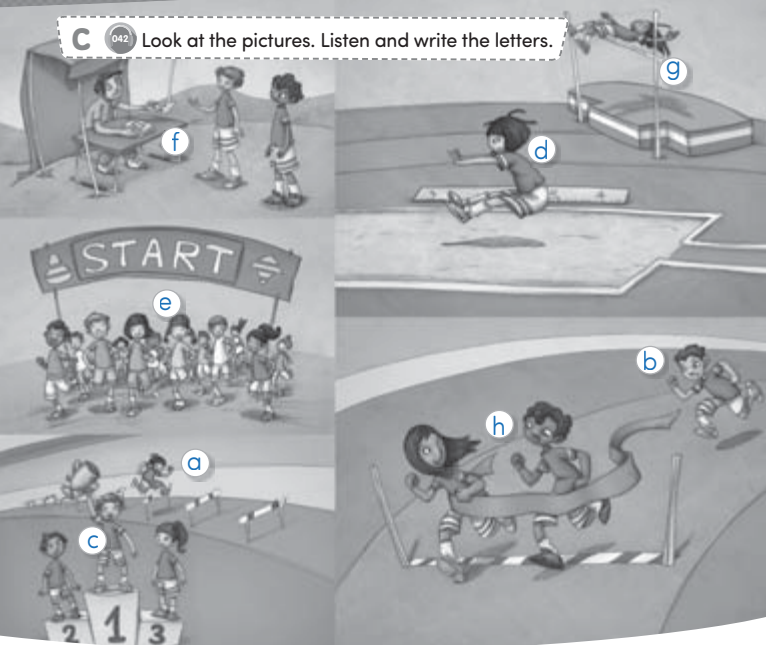
CDM Play the animation. Use the *Caption* and *Script* functions to show students the script.

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

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

- Focus students' attention on the vocabulary list at the bottom of **page 44**.
- Tell students to listen and repeat after the audio.
- **T** "Listen to the words. Look at the pictures and say the words."

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



D 043 Chant. Turn to page 113.

E Look at the pictures and say.



I have taken part in a competition.
I have never won a prize.

45

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

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

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

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

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

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

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

D 043 Chant. **10 min.**

- Tell students to turn to **page 113** where they will see the lyrics to the chant. **T** "Let's listen to a chant. Turn to page 113."
- Play **audio track 043**, and have students just listen the first time.

- Assign half of the class to read role 1 and the other half to read role 2.
- Play the audio track again. This time tell the students to read along to their part out loud.

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

Have you ever taken part in a competition?

Yes, I have. I have taken part in a competition before.

Have you ever won a prize?

No, I haven't. I have never won a prize.

Have you ever lost an event?

Yes, I have. I have lost an event.

Have you ever tied a race?

No, I haven't. I have never tied a race.

Have you ever done the long jump?

Yes, I have. I have done the long jump.

Have you ever done the high jump?

No, I haven't. I have never done the high jump.

Have you ever run a marathon?

Yes, I have. I have run a marathon.

Have you ever done the hurdles?

No, I haven't. I've never done the hurdles.

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

- Tell students to look at the dialog box (part E) on **page 45**.
- Put students in pairs. **T** "Sit with a partner." Have them practice by reading the sentences in the box.
- **CDM** Show students model sentences on the screen. Select from the eight key words to change the example dialog. Have students repeat after the audio each time.
- Have students look at the pictures on **page 45** and continue to make sentences using the key vocabulary from the main picture. **T** "Look at the pictures. Talk about them with your partner."
- Choose two or three students and have them stand and make a sentence for the class.

More practice

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



Lesson Objectives

Students will:

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

Materials

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

Warm-up 5 min.

Tell students to look at the pictures on **page 45**. As a review, ask students what they can see. Encourage different students to provide all of the words from vocabulary set 1 (introduced in lesson 1). Next, ask students to talk about their experiences from past school sports days.

Reading

A Read. 5-10 min.

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

B Read again and answer. 5-10 min.

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

SCHOOL SPORTS DAY

News Today

Tall Trees Middle School held their annual sports day last week. Many of the school's students took part in a variety of competitions.

Events included the long jump, the high jump, and the hurdles. We spoke to some of the students who took part in the day.

Ryan Williams was the winner of the boys' long jump. Ryan won the competition by jumping 3 meters. He said: 'I have never won a prize before. I was so happy.'

The winner of the girls' hurdles competition was Sarah Rice. She ran 100 meters in 21.3 seconds. Sarah told our reporter: 'I have

run the hurdles before, but I have never finished in under 22 seconds. This was my fastest time.'

Even some of the teachers took part in the competitions. Mr. Evans, the math teacher, won the teachers' high jump competition. He beat the English teacher, Mr. Littlewood, by jumping 1.5 meters. Mr. Evans said: 'I have taken part in the high jump competition every year, but this was the first time that I won. It felt good to beat Mr. Littlewood.'



B Read again and answer.

1. What is the newspaper article about?

- ☐ a. a trip to a sports stadium
☐ b. a teacher who loves sports
☒ c. a school sports competition

2. What event did Ryan win?

the boys' long jump

3. How fast did Sarah run her hurdles race?

21.3 seconds

4. Who won the teachers' high jump competition?

Mr. Evans

Speaking

A Speaking preparation 5-10 min.

- Have students look at **page 47**.
 - Tell students to work with a partner and think of six sports or sporting activities that both students have done in the past.
 - Ask students to write the sports or activities in the six boxes.
 - Give students 2–3 minutes to fill in the boxes.
- CDM** Show students the example.
- Circulate and monitor the students providing assistance where necessary.

- A** Work with a partner. Make a list of sports events and activities you have both done before.

- B** Ask three classmates about the activities you wrote above. Then complete the chart.



Activity	Classmate 1		Classmate 2		Classmate 3	
_____	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
_____	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
_____	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
_____	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
_____	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
_____	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>

47

B Speaking activity 10 min.

- Focus students' attention on the model dialog. Select two students in the class to read the lines for each of the characters. **T** "Can you read the dialog? You be Jenny, and you be Mateo."
- Have students write the six activities from part A on the blank spaces in the chart in part B.
- Tell students to find three other classmates. Explain that they should ask each classmate whether they have done the six sports they thought of and to check the Yes / No boxes. Make sure that students are asking three different classmates.
- **CDM** Use the model dialog to demonstrate the answer / question exchange, and how to complete the activity in B.
- Give students six or seven minutes to finish the activity.

More practice

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



Lesson Objectives

Students will:

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

Vocabulary Key words 2

javelin relay shot put pole vault
field hockey handball badminton rugby

Expansion Structure

• Have you ever to ask about past experiences

Have you ever played field hockey? Yes, I have played field hockey twice. / No, I have never played field hockey.

Materials

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

4 **A** **044** Listen and repeat.

Have you ever competed in a race before?

No, I haven't. Let's practice.

Line up like this.

Got it.

When I say "go," run as fast as you can.

OK.

Ready ... set ... go!

Emma! Stop! I forgot to tell you ... stop at 100 yards!

B Role-play the story.

C Read the story again. Then answer.

- What do Alex and Emma do?
☒ a. They have a race. ☐ b. They win a prize. ☐ c. They do the long jump.
- What hasn't Emma done before?
☐ a. won a prize ☐ b. lost a race ☒ c. competed in a race
- What does Alex tell Emma to do?
☐ a. jump far ☐ b. walk slowly ☒ c. run fast

48

Warm-up

5 min.

Tell students to look back at the six sports they wrote in part A on **page 47**. Choose a student and ask him / her to talk about one of the sports / activities he / she has done. Repeat by asking several other students in the class.

Story

A **CD** **044** Listen and repeat. 5 min.

- Tell students to turn to **page 48**. Focus students' attention on the comic strip. Ask students two questions about the pictures and elicit answers.
 - Point to Emma. **T** "Who is she?" (Emma)
 - Point to the children in frame 4. **T** "What are they doing?" (running)
- Play **audio track 044**. The first time, students can just listen and follow along.
- Play the audio track a second time. Pause after each sentence and give students time to read and repeat.

CDM Show students the animated story on the screen.

B Role-play the story. 5 min.

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

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

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

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

CDM Show students the correct answers on the screen.

Expand

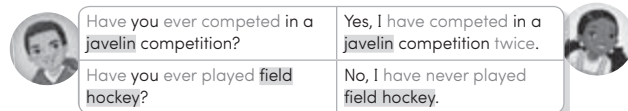
4

A 045 Listen and say.



B 046 Listen and write the letters.

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



49

CD 047 Listen. Then look at the pictures. Ask and answer. 10 min.

- Focus the students' attention on the model dialog in part C. Play **audio track 047**.
- Split the class into two halves, A and B. Instruct group A to repeat the question aloud after you. Then have group B repeat the answer after you. Have groups switch roles and 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 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. Have you ever competed in a relay competition?
→ No, I have never competed in a relay competition.
2. Have you ever played rugby? → Yes, I have played rugby once.
3. Have you ever competed in a shot put competition?
→ No, I have never competed in a shot put competition.
4. Have you ever competed in a pole vault competition? → Yes, I have competed in a pole vault competition twice.
5. Have you ever played handball? → No, I have never played handball.
6. Have you ever played badminton? → Yes, I have played badminton three times.

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 106**.

Expand

A CD 045 Listen and say. 5 min.

- Have students look at the vocabulary on **page 49**.
- Tell students to listen and repeat after the audio.
- Play **audio track 045**. Make sure the students are following along and repeating the words.

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

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

B CD 046 Listen and write the letters.

5-10 min.

- Have students take out a pencil or pen.
- Tell students they should look at the pictures in part A and write the letter they hear next to each picture.
- Play **audio track 046**. There are pauses in the audio recording to give students time to write, but you may want to pause the track to give them additional time if necessary.
- Review answers, calling on individual students. **T** "What is A?"

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

Lesson Objectives

Students will:

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

Materials

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

Warm-up 5 min.

Choose five or six of the sports / activities from the unit and write them on the board. Make a question for one of the activities and ask students to raise their hands if the answer is yes for them. **T** "Have you ever played badminton?" Write the number of students who say yes next to the activity. Repeat for all of the other activities to see which one most students have done.

Connect

A 048 Listen and read. 10 min.

- Have students turn to **pages 50 and 51**.
- Point to the picture of the man jumping over the hurdles and ask students to say what event it is. Ask students if they know what the Olympics are. Tell students they are going to learn more about the Olympic Games and how they started.
- Tell students to read along silently as they listen. Play **audio track 048**.
- Play the audio track again. This time, tell students to try to read aloud as they listen.

CDM Show the animated slideshow.

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

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

C Read again. Discuss the questions. 10 min.

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

THE WORLD'S OLDEST COMPETITION



Have you ever competed in a track and field event? Track and field events are the oldest competitions in the world. The oldest event dates back to 776 BCE and was held at the first Olympics in Greece.

Q When were the first Olympics?

The Romans continued to hold track and field events until 394 CE. In the 19th century, the events became popular again in Britain. Schools held competitions called "meetings." Today, track events are usually called "meets."

Q Where did track and field events become popular in the 19th century?

Today, track and field events include running, jumping, and throwing. Running events are for long distance runners, who can run far, as well as sprinters, who focus on speed. Jumping events include the long jump and high jump. Throwing events include throwing a disc (discus) or a ball (shot put). There are also team events, such as the relay race.

50

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

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

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

E 050 Listen again and check your answers. 10 min.

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

Most running events are held on a track. The track is a round path with boundary lines, called lanes. Each runner has his or her own lane. Some jumping events, such as the hurdles, are held on the track as well. The long jump and high jump are usually held on a field. Throwing events are held on a field, too.

Q What is a track?

Track and field events are held around the world. They are one of the most popular events at the Olympics. Which event would you like to participate in?

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

C Read again. Discuss the questions.

51

Listen and answer the boy's questions.



1. ☒ a. in Greece b. in Rome c. in Britain
2. a. matches ☒ b. meets c. games
3. a. rows b. markers ☒ c. lanes

E Listen again and check your answers.

F Answer the questions with information from the reading.

Where were the first Olympics held?	Greece
Which society continued the tradition of the Olympic Games until 394 CE?	The Romans
Name two throwing events.	discus and shot put
Where are the hurdles held?	on a track

52

Boy: Hey, Kristi. What are you doing?
 Girl: Reading an article about sports. Have you ever competed in a track and field event before?
 Boy: Yes, I have once. I wasn't very good. Why?
 Girl: I'm just reading about the history of track and field.
 Boy: Really? Well, tell me an interesting fact.
 Girl: I'm reading about the first track and field event at the first Olympics.
 Boy: Where were the first Olympics?
 Girl: They were in Greece.
 Boy: I've read about that place in my history class.
 Girl: Track and field events have been around for a long time.
 Boy: Have they always been popular in schools?
 Girl: British children used to run in events called "meetings."
 Boy: What do they call track events now?
 Girl: Now they're called "meets."
 Boy: Of course. There's a track team at school and they always use that word.
 Girl: It's actually a very hard sport. You have to concentrate very hard.
 Boy: I know. They have to stay in a certain area. What are the boundaries on the track called?

Girl: They're called "lanes."
 Boy: Wow! Seems you know everything about track and field after reading this article. The Olympics are coming up. I'd like to know what they're talking about. Can I read it when you're done?
 Girl: Of course.

Summary 5 min.

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

More practice

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

Lesson Objectives

Students will:

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

Materials

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

Warm-up 5 min.

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

Writing

A Read the example. Underline all of the sports or events the writer has done. 5 min.

- Tell students to turn to **page 53**. Focus students' attention on the example text.
- Tell students to read the example by themselves.
- Next, tell students to re-read the text and underline all of the sports or events the writer has done.

CDM Show students the correct answers on the screen.

B Read again and answer the questions. 5 min.

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

Review 10-15 min.

- Have students turn to **page 45**.
- Direct students' attention to the pictures on **page 45**.
T "Look at the pictures." Call out a letter from a–h and ask students to say the word together, based on their answers from lesson 1. **T** "A. What is the word?"

A Read the example. Underline all of the sports or events the writer has done.

My favorite sport is track and field. I love watching the Olympics every four years. I always watch all of the track and field events. I think the best event is the relay. I also like to take part in track and field competitions. I have taken part in many competitions. But, I'm not very good. I have never won a prize.

I have competed in a marathon once. Running marathons is very difficult. I have also competed in shot put and javelin events. I have never taken part in a pole vault competition, though. I also like trying other sports. I have played handball and badminton. I have also played field hockey once. I have never played rugby, though. It looks very dangerous.

B Read again and answer the questions.

1. What track and field event has the writer never competed in?
2. What sport has the writer played once?

C Make a list of sports or events you have done many times, once or twice, and never.

Done many times	Done once or twice	Never done
<u>relay</u>	<u>hurdles</u>	<u>pole vault</u>
<u>soccer</u>	<u>high jump</u>	<u>rugby</u>
<u>baseball</u>	<u>volleyball</u>	<u>shot put</u>
<u>long jump</u>	<u>handball</u>	<u>javelin</u>

- Repeat by calling on individual students, saying a letter, and asking students to say the word.
- Direct students to part E on **page 45**.
- Put students in pairs and have them practice making sentences by reading the sentences in the box.
T "Student A, you are Li. Make a sentence."
- Have students look at the pictures on **page 45** and continue to make sentences about the key vocabulary.
- Next, have students turn to **page 49**.
- Tell students to look at the vocabulary in part A.
- Call out a number from 1-8 and ask individual students to say the word. **T** "One. Kevin, what is the word?"
- Repeat with a different student for all eight words.
- Direct students to part C.
- Put students in pairs and assign one student to be Student A and the other student to be Student B. Tell A to make a question based on picture 1. **T** "Student A, make a question for picture number one. Student B, respond."
- Then Student B makes a question for picture 2. **T** "Now Student B make a question for picture number two."
- Students continue alternating until they have talked about all the pictures.

Writing preparation 10-15 min.

- Focus students' attention on the writing preparation section at the bottom of **page 53**.
- Tell students to think about the sports or sporting activities they have done in the past, and those they have not done before.
- Have students fill in the chart with four sports they have done many times, four sports they have done once or twice, and four sports they have never done.
- Circulate and monitor the students, providing assistance where necessary.

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

Unit wrap-up 5 min.

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

I can sentences:

Speaking

1. I can talk about competitions and track and field events.
2. I can say what I have and haven't competed in.
3. I can ask and answer questions about which events I have competed in.

Listening

4. I can understand when someone asks about competitions and events.
5. I can understand when someone asks a question about whether or not I have competed in something.

Reading

6. I can read and understand short passages about competitions.

Writing

7. I can write a few sentences telling about events I have competed in, and how many times I have competed.

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

I really like sports. School sports day is my favorite day. I have done the relay and long jump many times. I also like ball games. I have played baseball and soccer with my friends many times. I have played volleyball once, and I have played handball twice. I have never done the pole vault, though. Also, I have never played rugby. It looks dangerous.

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

- Vacation activities
- Comparing activities, transportation, and locations

Lesson Objectives

Students will be able to:

- recognize and name the first eight key vocabulary items
- compare two activities using long adjectives

Vocabulary **Key words 1**

enjoyable	comfortable
ride a ferry	fly in a jet
take public transportation	take a cab
stay at a campsite	stay at a resort

Core Structure

- **Comparatives with *more* + long adjectives**

Taking a cab is more comfortable than taking public transportation.

Materials

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

A 051 Look and listen.



B 052 Listen and say.

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 makes a great vacation?" Call on students individually to answer. If students have difficulty coming up with ideas, prompt students to think about the different kinds of activities they like to do when they go on vacation.

A **CD** 051 Look and listen. **5 min.**

- Focus students' attention on the picture on **page 54**.
- Talk about the picture; explain the situation shown in the picture, pausing after questions to let students offer answers. **T** "Mateo and his family are planning to go on vacation. Mateo and his mother are at a travel agency looking at holiday ideas. Mateo is really excited. What type of vacations do you like to go on?"
- Play **audio track 051**.

Mateo: I'm really excited about our vacation, Mom.

Mom: I am, too. We need to decide where to go first.

Mateo: I want to stay at a resort.

Mom: Yes, I've heard that resorts can be comfortable.

Mateo: Staying at a resort is more comfortable than staying at a campsite, right?

Mom: Yes, I think so.

Mateo: How will we get there?

Mom: We can fly in a jet.

Mateo: That sounds fun. Then how will we travel once we get there?

Mom: I think we can take public transportation or take a cab.

Mateo: I think that taking public transportation is more enjoyable than taking a cab because we can see the town.

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

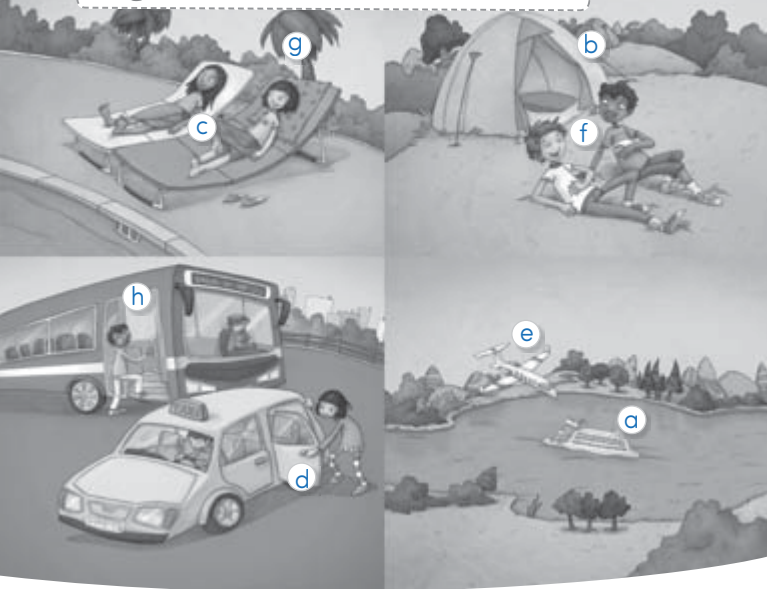
CDM Play the animation. Use the *Caption* and *Script* functions to show students the script.

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

B **CD** 052 Listen and say. **5 min.**

- Focus students' attention on the vocabulary list at the bottom of **page 54**.

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



D 054 Chant. Turn to page 114.

E Look at the pictures and say.



Taking a cab is more comfortable than taking public transportation.

interesting
exciting
expensive

55

- Tell students to listen and repeat after the audio.
- **T** "Listen to the words. Look at the pictures and say the words."
- Play **audio track 052**. Make sure the students are following along and repeating the words.
- (Optional) Play the audio track again to give students an extra chance to practice, especially if students have difficulty with the pronunciation.

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

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

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

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

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

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

D 054 Chant. **10 min.**

- Tell students to turn to **page 114** where they will see the lyrics to the chant. **T** "Let's listen to a chant. Turn to page 114."

- Play **audio track 054**, and have students just listen the first time.
- Assign half of the class to read role 1 and the other half to read role 2.
- Play the audio track again. This time tell the students to read along to their part out loud.

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

Do you like taking public transportation?

Yes, I do.

Do you like taking a cab?

Yes, I do.

Is taking public transportation more enjoyable than taking a cab?

Yes, taking public transportation is more enjoyable than taking a cab.

Do you like riding a ferry?

Yes, I do.

Do you like flying in a jet?

Yes, I do.

Is riding a ferry more comfortable than flying in a jet?

No, flying in a jet is more comfortable than riding a ferry.

Do you like staying at a campsite?

Yes, I do.

Do you like staying at a resort?

Yes, I do.

Is staying at a campsite more interesting than staying at a resort?

Yes, staying at a campsite is more interesting than staying at a resort.

E Look at the pictures 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 sentence in the box.
- **CDM** Show students model sentences on the screen. Select from the eight key words to change the example dialog. Have students repeat after the audio each time.
- Have students look at the pictures on **page 55** and continue to make sentences using the key vocabulary from the main picture. **T** "Look at the pictures. Talk about them with your partner."
- Choose two or three students and have them stand and make a sentence for the class.

More practice

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

WB

Lesson Objectives

Students will:

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

Materials

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

Warm-up 5 min.

Tell students to look at the pictures on **page 55**. As a review, ask students what they can see. Encourage different students to provide all of the words from vocabulary set 1 (introduced in lesson 1). Next, ask students to think about all of the things that they find enjoyable when they travel on vacation. Ask different students to talk about what they find enjoyable.

Reading

A Read. 5-10 min.

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

B Read again and answer. 5-10 min.

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



B Read again and answer.

- What is the leaflet advertising?
☐ a. resorts ☐ b. transportation ☒ c. vacations
- Which vacation is more comfortable than sleeping in your own bed?
Manila: The Green Palm Resort
- Where are the campsites in the Dominican Republic?
on the beach
- What is more exciting than staying at home?
riding the ferry

56

Speaking

A Speaking preparation 5-10 min.

- Have students look at **page 57**.
 - Put students in pairs, ask them to discuss the four sentences together and agree on two answers for each.
 - Have students write their choices on the lines.
 - Give students 2–3 minutes to discuss and write.
- CDM** Show students the example.
- Circulate and monitor the students providing assistance where necessary.

A Work with a partner. Discuss and write.

1. Think of two countries to visit.

2. Think of two ways to travel on vacation.

3. Think of two types of places where you can stay on vacation.

4. Think of two activities you can do on vacation.

B Ask another partner questions using what you wrote above. Then write.



Is visiting Hawaii more interesting than visiting Thailand?

Yes, visiting Hawaii is more interesting than visiting Thailand.

No, visiting Thailand is more interesting than visiting Hawaii.

Example: Li thinks visiting Hawaii is more interesting than visiting Thailand.

1. _____ thinks _____

2. _____ thinks _____

3. _____ thinks _____

4. _____ thinks _____

B Speaking activity 10 min.

- Focus students' attention on the model dialog. Select two students in the class to read the lines for each of the characters. **T** "Can you read the dialog? You be Daniel, and you be Li."
- Tell students to find a different partner from the student they worked with in part A. Using the two choices they thought of for each statement in part A, students should ask comparative questions to their new partner and write their partner's responses on the spaces provided. **CDM** Use the model dialog to demonstrate the answer / question exchange, and how to complete the activity in B.
- Give students six or seven minutes to finish the activity.

More practice

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



Lesson Objectives

Students will:

- encounter and explore a story linked to the theme of the unit
- be able to recognize and name the second eight key vocabulary items
- be able to compare two activities by saying whether they are the same or not

Vocabulary Key words 2

amazing	dangerous
visit ruins	go whale watching
go cliff diving	go snorkeling
watch lightning	go windsurfing

Expansion Structure

- **Comparatives with as ... as and not as ... as**

Watching lightning is as amazing as visiting ruins.

Materials

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

Warm-up

5 min.

Tell students to look back at the choices they wrote in part A on **page 57**. Choose a student and ask him / her the two choices he / she wrote for the first sentence. Next, make a comparative question using the student's choices. Repeat with several other students in the class for the different sentences.

Story

A 055 Listen and repeat. 5 min.

- Tell students to turn to **page 58**. Focus students' attention on the comic strip. Ask students two questions about the pictures and elicit answers.
 1. Point to Alex. **T** "Who is he?" (Alex)
 2. Point to the camera in frame 3. **T** "What is that?" (a camera)
- Play **audio track 055**. The first time, students can just listen and follow along.
- Play the audio track a second time. Pause after each sentence and give students time to read and repeat.

CDM Show students the animated story on the screen.

055 Listen and repeat.



B Role-play the story.

C Read the story again. Then answer.

1. Where is the family going on vacation?
☐ a. Washington ☒ b. Hawaii ☐ c. Alaska
2. What does Steven think about cliff diving?
☐ a. It's interesting. ☐ b. It's enjoyable. ☒ c. It's dangerous.
3. What does Alex think about whale watching?
☐ a. It's as exciting as cliff diving. ☐ b. It's more exciting than cliff diving.
☒ c. It's not as exciting as cliff diving.

B Role-play the story. 5 min.

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

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

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

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

CDM Show students the correct answers on the screen.

Expand

5

A 056 Listen and say.

1 amazing **g**

2 dangerous **c**

3 visit ruins **e**

4 go whale watching **b**

5 go cliff diving **f**

6 go snorkeling **a**

7 watch lightning **h**

8 go windsurfing **d**

B 057 Listen and write the letters.

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

Is going whale watching more dangerous than going cliff diving? No, going whale watching is not as dangerous as going cliff diving.

Is going snorkeling more amazing than visiting ruins? Going snorkeling is as amazing as visiting ruins.

1 vs. amazing?

2 vs. dangerous?

3 vs. exciting?

4 vs. enjoyable?

5 vs. interesting?

6 vs. amazing?

CD 058 Listen. Then look at the pictures. Ask and answer. 10 min.

- Focus the students' attention on the model dialog in part C. Play **audio track 058**.
- Split the class into two halves, A and B. Instruct group A to repeat the question aloud after you. Then have group B repeat the answer after you. Have groups switch roles and say again.
- Tell students to look at the six sets of pictures. Put students in pairs and assign one student to be Student A and the other student to be Student B. Tell A to make a question based on picture set 1. Student B responds.
- Then have students switch roles and run through the exercise again.
- Note: Students are free to answer with their own opinions in this activity. Answers below are suggestions.

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

Answers

- Is visiting ruins more amazing than going whale watching? → No, visiting ruins is not as amazing as going whale watching.
- Is going windsurfing more dangerous than going snorkeling? → Going windsurfing is as dangerous as going snorkeling.
- Is going cliff diving more exciting than watching lightning? → No, going cliff diving is not as exciting as watching lightning.
- Is watching lightning more enjoyable than going whale watching? → Watching lightning is as enjoyable as going whale watching.
- Is going cliff diving more interesting than going windsurfing? → No, going cliff diving is not as interesting as going windsurfing.
- Is visiting ruins more amazing than going snorkeling? → Visiting ruins is as amazing as going snorkeling.

More practice

Assign **pages 42 and 43** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 107**.

Expand

A CD 056 Listen and say. 5 min.

- Have students look at the vocabulary on **page 59**.
- Tell students to listen and repeat after the audio.
- Play **audio track 056**. Make sure the students are following along and repeating the words.

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

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

B CD 057 Listen and write the letters.

5-10 min.

- Have students take out a pencil or pen.
- Tell students they should look at the pictures in part A and write the letter they hear next to each picture.
- Play **audio track 057**. There are pauses in the audio recording to give students time to write, but you may want to pause the track to give them additional time if necessary.
- Review answers, calling on individual students. **T** "What is A?"

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

Lesson Objectives

Students will:

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

Materials

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

Warm-up

5 min.

Prepare one set of flashcards and stick all of the activity cards (except for the four adjectives) on the board. Write "... is more ... than ..." and "... is as ... as ..." on the board. Choose a student and ask him / her to come to the board. Give the student a marker and ask him / her to draw a line between two of the activities. The student should then make a sentence comparing the two activities. Invite another student to the board and instruct him / her to do the same, but explain that he / she cannot choose an activity that has already been chosen by the first student. Continue until all the activities have been talked about.

Connect

A 059 Listen and read. 10 min.

- Have students turn to **pages 60 and 61**.
- Point to the picture of Machu Picchu and ask students if they know where it is (Peru). Tell students they are going to learn about three World Heritage Sites from different countries.
- Tell students to read along silently as they listen. Play **audio track 059**.
- Play the audio track again. This time, tell students to try to read aloud as they listen.

CDM Show the animated slideshow.

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

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

A 059 Listen and read.

World Heritage Sites

What is your dream vacation? Do you want to relax on sandy beaches? Do you want to have incredible adventures? Here are a few amazing places around the world you can visit. Which one do you find the most interesting?

Machu Picchu

High in the hilltops of Peru is a secret treasure. Machu Picchu looks out over beautiful green valleys and great mountains. Its stone buildings are fit together without mortar. The ruins are on top of a mountain, but it isn't hard to reach. It's only a fifteen-minute walk up the mountainside from the bus stop. Getting there is just as easy as walking up the stairs.

Where is Machu Picchu?

C Read again. Discuss the questions.

10 min.

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

CDM Show students the correct answers on the screen.

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

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

The Great Wall of China is another famous World Heritage Site. It is more than 1,000 years old and is still standing today. The wall is not in a straight line. There are many branches that reach out over mountains and through valleys. One survey says that the entire wall is over 13,000 miles long. Flying in a jet to see the wall is more convenient than walking along it.

Q How old is the Great Wall of China?

Connect

5

The Great Wall of China

The Galapagos Islands are a World Heritage Site in the Pacific Ocean. Taking a boat is a great way to get to these islands. The islands weren't created by humans. The islands are amazing because the animals there aren't afraid of humans. You can walk right up to the birds and they won't fly away. In the Galapagos, people understand that hunting animals isn't as exciting as watching them in their homes.

Q What can you do at the Galapagos islands?

The Galapagos Islands

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

C Read again. Discuss the questions.

61

5
000

Listen and answer the girl's questions.



1. a. in Peru, at the top of a mountain b. in China, between valleys c. in the Pacific ocean
2. a. visit the ruins b. fly in a jet c. see wild animals
3. a. take a boat b. take a cab c. ride a ferry

E 061 Listen again and check your answers.

F Complete the chart with information from the reading.

	Machu Picchu	The Great Wall of China	The Galapagos Islands
Location	Peru	China	the Pacific Ocean
Why is it amazing?	Its stone buildings are fit together without mortar.	The entire wall is over 13,000 miles long.	The animals there aren't afraid of humans.
How to reach / see it?	by walking	by jet	by boat

62

E CD 061 Listen again and check your answers.

5 min.

- Play **audio track 061** for students to listen to the full conversation with answers included.
- Tell students to listen and check their answers to the questions from part D.
- Go over answers as a class.

Boy: Hey, Sue. How's your day going?

Girl: It's OK. I'm thinking about my summer vacation. My family is going to another country.

Boy: Oh, really? I was just reading an article about some cool vacation spots.

Girl: What places did you read about?

Boy: Well, Machu Picchu seemed like the coolest place.

Girl: Where is Machu Picchu?

Boy: It's in Peru. It's at the top of a mountain.

Girl: Oh, that sounds scary to me. I don't like heights.

Boy: Well, visiting the Galapagos Islands is not as dangerous as climbing up to Machu Picchu.

Girl: Islands? I love islands. What can people do on the Galapagos islands?

Boy: They can see wild animals.

Girl: That sounds perfect. I love animals. How do you get to the Galapagos islands?

F Summary 5 min.

- The summary activity can be done in class if time permits, or students can complete it for homework so they are ready to talk about it briefly during the next lesson.
- Focus students' attention on part F at the bottom of **page 62**. Tell the students to complete the chart with information from the reading.
- Encourage students to skim over the text on **pages 60 and 61** if they have difficulty with any of the answers.
- (Optional) Check answers as a class.
CDM Show students the correct answers on the screen.

More practice

Assign **page 44** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 107**.

WB

Lesson Objectives

Students will:

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

Materials

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

Warm-up 5 min.

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

Writing

A Read the example. Underline all of the activities you can do while on vacation.

5 min.

- Tell students to turn to **page 63**. Focus students' attention on the example text.
- Tell students to read the example by themselves.
- Next, tell students to re-read the text and underline all of the activities.

CDM Show students the correct answers on the screen.

B Read again and answer the questions.

5 min.

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

Review 10-15 min.

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

A Read the example. Underline all of the activities you can do while on vacation.

I love visiting new places. There are so many ways to travel. You can take a car or you can take a jet. I like flying in jets. Flying in a jet is more comfortable than riding a car. If you visit a place on the water, you can ride a ferry. There are many places to stay as well. You can stay at a campsite or you can stay at a hotel. I often stay at campsites. Staying at a hotel is more expensive than staying at a campsite.

There are many fun things to do on vacation. You can go cliff diving or you can go windsurfing. I would rather go windsurfing. Cliff diving is more dangerous than windsurfing. I like to go whale watching, too. Whale watching isn't as exciting as cliff diving, though.

B Read again and answer the questions.

1. What does the writer think about staying at a hotel compared to a campsite?
2. What activity is not as exciting as cliff diving, according to the writer?

C Choose five of the adjectives below or come up with your own. Think of two activities that match each adjective. Complete the chart.

convenient comfortable expensive interesting
dangerous exciting amazing

Adjective	Activity	
comfortable	staying at a hotel	flying in a jet
convenient	taking a taxi	taking public transportation
expensive	staying at a hotel	staying at a campsite
dangerous	cliff diving	whale watching
interesting	visiting ruins	staying at home
exciting	watching a sport	visiting a museum

- 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 Jenny. Make a sentence."
- Have students look at the pictures on **page 55** and continue to make sentences about the key vocabulary.
- Next, have students turn to **page 59**.
- Tell students to look at the vocabulary in part A.
- Call out a number from 1-8 and ask individual students to say the word. **T** "One. Kevin, what is the word?"
- Repeat with a different student for all eight words.
- Direct students to part C.
- Put students in pairs and assign one student to be Student A and the other student to be Student B. Tell A to make a question based on picture set 1. **T** "Student A, make a question for picture number one. Student B, respond."
- Then Student B makes a question for picture set 2. **T** "Now Student B make a question for picture number two."
- Students continue alternating until they have talked about all the pictures.

Writing preparation 10-15 min.

- Focus students' attention on the writing preparation section at the bottom of **page 63**.
- Tell students to choose five of the adjectives from the list. Alternatively, students can think of their own adjectives. Have students write the adjectives in the first column of the chart.
- Then have students think about two vacation activities that each adjective describes and fill in the rest of the chart.
- Circulate and monitor the students, providing assistance where necessary.

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

Unit wrap-up 5 min.

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

I can sentences:

Speaking

1. I can talk about travel activities using adjectives.
2. I can say how it feels to do different activities.
3. I can ask and answer questions comparing activities.

Listening

4. I can understand when someone asks about activities and adjectives.
5. I can understand when someone asks a question about how one activity compares to another.

Reading

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

Writing

7. I can write a few sentences telling about travel activities using adjectives to compare them.

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

I think flying in a jet is more enjoyable than riding in a ferry.

Taking a cab is more comfortable than taking public transportation.

I think going snorkeling is more dangerous than visiting ruins.

Going whale watching is as amazing as going windsurfing.

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 107**.

Unit Objectives

- Actions at a sports game
- Talking about events at a specific time in the past

Lesson Objectives

Students will be able to:

- recognize and name the first eight key vocabulary items
- talk about past actions at a specific time

Vocabulary **Key words 1**

warm up discuss a plan film the game take a break
cheer celebrate receive a trophy do an interview

Core structure

- **Past progressive to talk about actions at a specific time**
He was filming the game at 2:30 p.m.

Materials

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

Q What were you doing yesterday at 3 p.m.?

A 062 Look and listen.



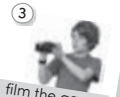
B 063 Listen and say.



warm up



discuss a plan



film the game



take a break



cheer



celebrate



receive a trophy



do an interview

64

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 were you doing yesterday at 3 p.m.?" Call on students individually to answer. If students have difficulty coming up with ideas, suggest some common activities that people like to do in the afternoon.

A 062 Look and listen. 5 min.

- Focus students' attention on the picture on **page 64**.
- Talk about the picture; explain the situation shown in the picture, pausing after questions to let students offer answers. **T** "The characters are getting ready for a school basketball game. They are just warming up before the game begins. The game is important, so the students want to play well. Do you play any sports on a team?"
- Play **audio track 062**.

Jenny: Are you nervous for our big game today?
Daniel: No. I think we have the best team.
Jenny: What time does it start?
Daniel: It's going to start at 3 p.m., but we need to warm up first.
Jenny: Right. And then we should discuss a plan for how to beat the other team.
Daniel: What were you doing before you got here?
Jenny: I was taking a break. I want to have enough energy for the game.
Daniel: That's a good idea. Oh, look! There's my mom. She's going to film the game today.

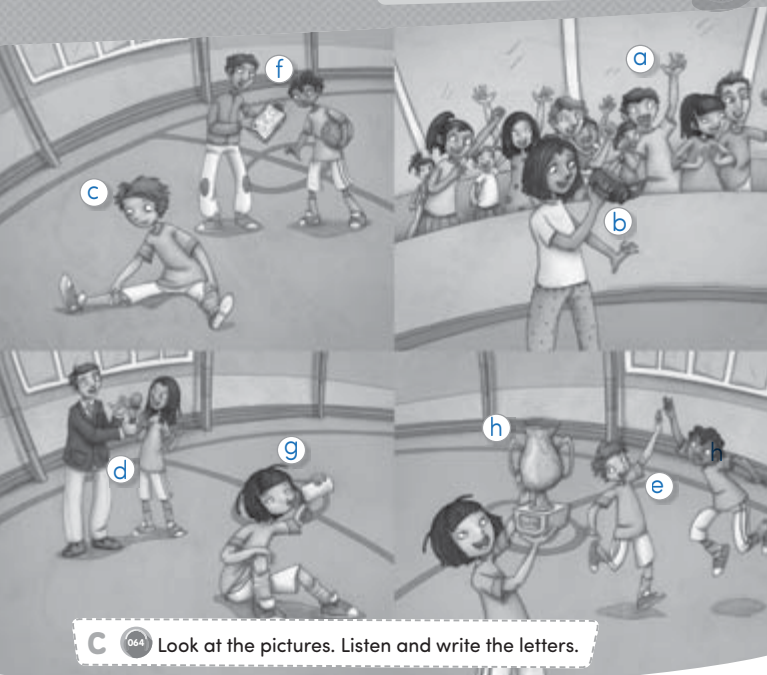
CDM Take students on a virtual tour of the image, highlighting key words.

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

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

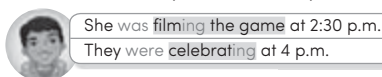
B 063 Listen and say. 5 min.

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



D 065 Chant. Turn to page 114.

E Look at the pictures and say.



65

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

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

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

D 065 Chant. 10 min.

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

- Assign half of the class to read role 1 and the other half to read role 2.
 - Play the audio track again. This time tell the students to read along to their part out loud.
- CDM** Show the animation and lyrics to the chant to encourage students to chant along.

What were you doing at two o'clock?

I was warming up.

What was he doing at two o'clock?

He was discussing a plan.

What was she doing at two twenty?

She was filming the game.

What was he doing at two twenty?

He was taking a break.

What were they doing at three fifteen?

They were cheering.

What were you doing at three fifteen?

We were celebrating.

What were you doing at three thirty?

We were receiving a trophy.

What were they doing at three thirty?

They were doing an interview.

E Look at the pictures 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.
- CDM** Show students model sentences on the screen. Select from the eight key words to change the example dialog. Have students repeat after the audio each time.
- Have students look at the pictures on **page 65** and continue to make sentences using the key vocabulary from the main picture. **T** "Look at the pictures. Talk about them with your partner."
 - Choose two or three students and have them stand and make a sentence for the class.

More practice

Assign **pages 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**.



A Read.

Lesson Objectives

Students will:

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

Materials

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

Warm-up 5 min.

Tell students to look at the pictures on **page 65**. As a review, ask students what they can see. Encourage different students to provide all of the words from vocabulary set 1 (introduced in lesson 1). Next, ask students to think about what they were doing at specific times (for example, 2:30 p.m., 5 p.m.) yesterday.

Reading

A Read. 5-10 min.

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

B Read again and answer. 5-10 min.

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

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

Speaking

A Speaking preparation 5-10 min.

- Have students look at **page 67**.
- Tell students to look at the tablet note page. Ask students to think back to last Sunday.
- Have students write the activities that they were doing at each of the times on the note.
- Give students 2–3 minutes to write their activities.
- **CDM** Show students the example.
- Circulate and monitor the students providing assistance where necessary.

Our Great Basketball Game

Yesterday, our school basketball team had a very important game. Our team is the Tall Trees Lions. We played against the Green River Bears. We won the game 42-39. It was a close game. Here is how the day went.

At 1:30 p.m. we were warming up on the court. We always warm up before our games. Then at 2 p.m. we were discussing a plan with our coach. He has a lot of great ideas and always knows what to do. The game started at 2:30 p.m., and my dad was filming the game as it started.

The first half was very fast and exciting. We were all tired at half time. At 3 p.m. we were taking a break. The game started again at 3:15 p.m. The crowd were cheering loudly when it started. We played well in the second half. The game ended at 3:45 p.m. That's when we started celebrating.

We were all so happy. After the game, our teachers took us out to celebrate. We had ice cream. I'm looking forward to our next game.

B Read again and answer.

1. What is the text about?
☒ a. a basketball game
☐ b. the rules of basketball
☐ c. a student's daily routine
2. Which team won the game?
3. What was the team doing at 1:30 p.m.?
4. When was the team taking a break?

Tall Trees Lions

warming up

3 p.m.

- A** Think about last Sunday. What were you doing at each of the times? Write.

Notes Tablet Note +

6 a.m. _____

10 a.m. _____

12 p.m. _____

3 p.m. _____

6 p.m. _____

9 p.m. _____

- B** Choose five classmates. Ask them about last Sunday at one of the times. Then write.



Name	Time	Activity
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

67

B Speaking activity 10 min.

- Focus students' attention on the model dialog. Select two students in the class to read the lines for each of the characters. **T** "Can you read the dialog? You be Nadir, and you be Li."
- Tell students to find five other students. Explain that they should ask each classmate about one of the times from part A and write down their answers in the chart. Make sure that students speak to five different classmates, and encourage them to ask about a variety of the times.
- CDM** Use the model dialog to demonstrate the answer / question exchange, and how to complete the activity in B.
- Give students six or seven minutes to finish the activity.

More practice

Assign **pages 48 and 49** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 108**.

WB

Lesson Objectives

Students will:

- encounter and explore a story linked to the theme of the unit
- be able to recognize and name the second eight key vocabulary items
- be able to talk about actions that interrupt other actions in the past

Vocabulary

Key words 2

coach	referee	player	crowd
blow the whistle	clap	slip	scream

Expansion Structure

- **Past progressive with *when* to talk about interruptions**
The crowd was clapping when the player slipped.

Materials

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

6 **066** Listen and repeat.

I'm so tired, Emma. I was working so hard during my soccer game.

Yes! I was passing the ball and shooting the whole time.

Oh, really?

Hmm ...

I was passing the ball when a huge player ran into me.

I was filming the game. You mean this tiny girl, don't you?

Well, she looked bigger during the game.

B Role-play the story.

C Read the story again. Then answer.

- Why is Brian tired?
 - ☒ a. He played soccer.
 - ☐ b. He celebrated with friends.
 - ☐ c. He worked hard at school.
- What was Alex doing during the soccer game?
 - ☐ a. playing
 - ☒ b. filming
 - ☐ c. celebrating
- Who ran into Brian?
 - ☐ a. Alex
 - ☒ b. a small girl
 - ☐ c. a big player

68

Warm-up 5 min.

Tell students to look back at the activities they wrote on the tablet note in part A on **page 23**. Choose a student and ask him / her what he / she was doing at a particular time. **T** "What were you doing at 10 a.m.?" **S** "I was watching TV." Ask several other students what they were doing at different times of the day.

Story

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

- Tell students to turn to **page 68**. Focus students' attention on the comic strip. Ask students two questions about the pictures and elicit answers.
 - Point to Brian. **T** "Who is he?" (Brian)
 - Point to frame 4. **T** "What are they doing?" (playing soccer)
- Play **audio track 066**. The first time, students can just listen and follow along.
- Play the audio track a second time. Pause after each sentence and give students time to read and repeat.

CDM Show students the animated story on the screen.

B Role-play the story. 5 min.

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

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

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

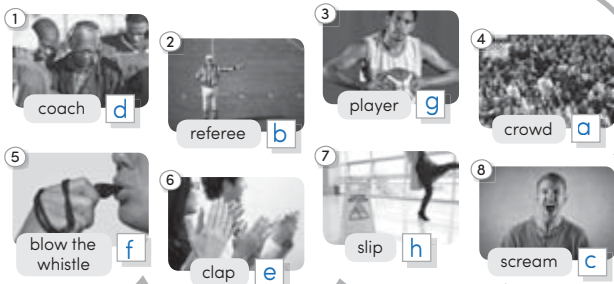
- Direct students' attention to part C.
- Read the questions out loud. Tell students to look at the possible answer choices and check one.
- Review answers as a class.

CDM Show students the correct answers on the screen.

Expand

6

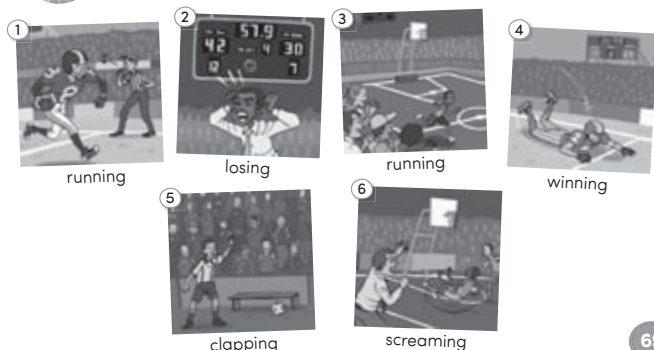
A 067 Listen and say.



B 068 Listen and write the letters.

C 069 Listen. Then look at the pictures and say.

The **player** was running when the **coach** screamed.
The team was losing when the **referee** blew the whistle.



69

C 069 Listen. Then look at the pictures and say. 10 min.

- Focus the students' attention on the model sentences in part C. Play **audio track 069**.
- Read each of the sentences and have the students repeat aloud after you.
- Put students in pairs. Tell students to look at the six pictures and make sentences to describe what is happening. The first student makes a sentence and the second student listens and says whether they think it is correct or not.
- CDM** Show an example of the dialog for each of the images.
- Then have students switch roles and run through the exercise again.

Answers

- The player was running when the referee blew the whistle.
- The team was losing when the coach screamed.
- The player was running when the crowd clapped.
- The team was winning when the player slipped.
- The crowd was clapping when the referee blew the whistle.
- The coach was screaming when the player slipped.

Expand

A 067 Listen and say. 5 min.

- Have students look at the vocabulary on **page 69**.
- Tell students to listen and repeat after the audio.
- Play **audio track 067**. Make sure the students are following along and repeating the words.

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

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

B 068 Listen and write the letters.

5-10 min.

- Have students take out a pencil or pen.
- Tell students they should look at the pictures in part A and write the letter they hear next to each picture.
- Play **audio track 068**. There are pauses in the audio recording to give students time to write, but you may want to pause the track to give them additional time if necessary.
- Review answers, calling on individual students. **T** "What is A?"

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

More practice

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

WB

Lesson Objectives

Students will:

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

Materials

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

Warm-up 5 min.

Tell students to think of an activity that is easy to act out. Tell students to keep their activity a secret. Choose one student to come to front of the class. Explain that when you say "go" all students should silently start acting. The student at the front should watch and try to remember what the students are doing. Tell students to continue doing their actions until you blow the whistle (or shout "stop"). After you blow the whistle or say stop, the student at the front of the class should make two or three sentences about his / her classmates. **S** "Jack was warming up when the teacher blew the whistle." Repeat with different students.

Connect

A 070 Listen and read. 10 min.

- Have students turn to **pages 70 and 71**.
- Tell students that they are going to read about four unusual sports.
- Tell students to read along silently as they listen. Play **audio track 070**.
- Play the audio track again. This time, tell students to try to read aloud as they listen.

CDM Show the animated slideshow.

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

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

6 Sports

A 070 Listen and read.

Which sports do you like?
Let's look at some unusual sports and activities played across the globe.

UNUSUAL SPORTS AND ACTIVITIES

A quidditch game



Quidditch is an imaginary sport in the *Harry Potter* book series. However, people loved it so much that a real quidditch team started in the US in 2005. The sport was becoming popular in other parts of the world when the first world competition was held. Today, there are teams around the world. A game is played with seven players on each team. It finishes when one team gets the snitch – a ball that can be hard to catch.

Q How many players are there on a quidditch team?

Zorbing is an activity for people of all ages. A person rolls inside an orb – a large ball that's often made from plastic. Some people roll down hills, while others roll on flat ground. It's like a hamster running in a ball. Zorbing has been well liked for many years. Some people enjoy it a lot. Others believe zorbing is dangerous and can cause injuries.

Zorbing



C Read again. Discuss the questions.

10 min.

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

CDM Show students the correct answers on the screen.

D 071 Listen and answer the girl's questions.

10 min.

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

Chess boxing

Chess boxing is a mixture of two sports. Players compete in a match of chess and boxing. They play each sport in turn in several rounds. Chess boxing competitions started in the 2000s, and the sport has since grown. Chess boxing was created by Iepe Rubingh, who is from the Netherlands. Many competitions are held in Europe today.

Q Where are many chess boxing competitions held?

Underwater hockey is a sport similar to hockey, except the game is played in a swimming pool. Just like hockey, there are six players on each team. The sport is also known as Octopush. The summer of 1954 was coming to an end when some divers in the UK thought of a winter diving sport. The sport soon spread to other countries. In 1980, Canada hosted the first-ever Underwater Hockey World Championship.

Q What is another name for underwater hockey?

What do you think about these activities? Which one would you like to try?

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

C Read again. Discuss the questions.

71

071 Listen and answer the girl's questions.



1. a. Harry Potter b. The Lord of the Rings c. Magic Tree House
2. a. kick a big ball b. jump in a big ball c. roll in a big ball
3. a. parts of Africa b. parts of Europe c. parts of South America

E 072 Listen again and check your answers.

F Write the name of two sports or activities. Then write three things you learned about each one from the reading.

Chess boxing

1. a mixture of two sports
2. each sport played in turn
3. created by Iepe Rubingh

Underwater hockey

1. played in a swimming pool
2. also known as Octopush
3. Canada hosted the first-ever championship

72

E 072 Listen again and check your answers.

5 min.

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

Boy: Hey, Melissa. Nice to see you.
 Girl: Hi, Peter. How are you?
 Boy: I'm good. Just taking a break from hockey.
 Girl: Oh, what a fun sport. What other sports do you like to play?
 Boy: I like a lot of sports. Did you know there are a lot of unusual sports and activities in the world?
 Girl: Oh, really, like what?
 Boy: Well, there's a new sport called quidditch. It's from a series of books.
 Girl: Which series is quidditch from?
 Boy: *Harry Potter*.
 Girl: Of course. That's cool that there are real quidditch games.
 Boy: And have you ever heard of zorbing?
 Girl: What do people do when they go zorbing?
 Boy: They roll down a hill in a big ball.
 Girl: Haha. That sounds fun and a little scary.
 Boy: Yeah. I've never done it.
 Girl: What's another odd sport?

Boy: Chess boxing is becoming more popular.
 Girl: I've never heard of it. Where is chess boxing popular?
 Boy: It's particularly popular in parts of Europe.
 Girl: They all sound interesting. Good luck with hockey, Peter.
 Boy: Thank, Melissa. Have a great day.

F Summary 5 min.

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

More practice

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



Lesson Objectives

Students will:

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

Materials

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

Warm-up 5 min.

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

Writing

A Read the example. Circle all of the past actions with *ing* and underline all of the sentences with *when*. 5 min.

- Tell students to turn to **page 73**. Focus students' attention on the example text.
- Tell students to read the example by themselves.
- Next, tell students to re-read the text, circle all of the past actions with *ing*, and underline the sentences with *when*.

CDM Show students the correct answers on the screen.

B Read again and answer the questions. 5 min.

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

A Read the example. Circle all of the past actions with *ing* and underline all of the sentences with *when*.

It was a really exciting match. Our team was playing against last year's champion. We arrived early. We were warming up at 7:00 p.m. The game started at 8:00. We were shooting a lot but not scoring much. At half time, we were losing badly. We were taking a break when our coach discussed a new plan. We began to score quickly in the second half but still losing. With seconds left of the match, I was shooting when a player pushed me, and I slipped. The referee blew the whistle. I got a free throw. The crowd cheered wildly. The ball was flying to the basket when the horn sounded. We celebrated—for losing by only one point.

B Read again and answer the questions.

1. What was the writer's team doing before the match?
2. What happened to the writer seconds before the match ended?

C Work with a partner. Imagine you competed in a school ball game. Think about what happened. Write.

1. What was the competition?	<u>soccer game</u>
2. When did it take place?	<u>last Saturday</u>
3. What is the plot? Think of five things that happened during the game.	<u>My team arrived early.</u>
	<u>We were warming up.</u>
	<u>We were losing by one point.</u>
	<u>In the second half, we scored one point.</u>
	<u>I scored my first goal of the game in overtime, and we won.</u>

Review 10-15 min.

- Have students turn to **page 65**.
- Direct students' attention to the pictures on **page 65**.
T "Look at the pictures." Call out a letter from a–h and ask students to say the word together, based on their answers from lesson 1. **T** "A. What is the word?"
- Repeat by calling on individual students, saying a letter, and asking students to say the word.
- Direct students to part E on **page 65**.
- Put students in pairs and have them practice making sentences by reading the sentences in the box.
T "Student A, you are Mateo. Make a sentence."
- Have students look at the pictures on **page 65** and continue to ask questions about the key vocabulary.
- Next, have students turn to **page 69**.
- Tell students to look at the vocabulary in part A.
- Call out a number from 1–8 and ask individual students to say the word. **T** "One. Kevin, what is the word?"
- Repeat with a different student for all eight words.
- Direct students to part C.
- Put students in pairs and assign one student to be Student A and the other student to be Student B. Tell A to make a sentence based on picture 1. **T** "Student A, make a sentence for picture number one."
- Then Student B makes a sentence for picture 2. **T** "Now Student B make a question for picture number two."
- Students continue alternating until they have talked about all the pictures.

Writing preparation 10-15 min.

- Focus students' attention on the writing preparation section at the bottom of **page 73**.
- Tell students to read the questions and make notes about their answers in the chart.
- Explain that students don't need to write full sentences and that words or phrases are enough at this stage.
- Circulate and monitor the students, providing assistance where necessary.

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

Unit wrap-up 5 min.

- To wrap up the unit, ask students to turn to **page 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 talk about sports games and say what was happening at a specific time.
2. I can say what I was doing at different times.
3. I can ask and answer questions about what people were doing when something else happened.

Listening

4. I can understand when someone asks what people were doing at a specific time.
5. I can understand when someone asks a question about actions during games.

Reading

6. I can read and understand short passages about actions that happened during a sports game.

Writing

7. I can write a few sentences telling about a sports game and when actions happened.

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

Our school team played a soccer game last Saturday. We arrived early. We were warming up at 2 p.m. At half time, we were losing by one goal. In the second half, we scored a goal. I scored a goal during overtime. We were winning when the referee blew the whistle.

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 108**.

A Write the words. 10 min.

- Tell students to open their Student Book to **page 74**.
- Have students look at the written clues at the top of the page.
- Point to clue 5 across ("a race between two or more teams where each member of a team runs part of the race") and ask students what the answer is (relay). Write the word *relay* on the board. Tell students to fill in the squares for 5 across on the puzzle.
- Tell students to look at the rest of the clues and fill in the remaining squares.
- Encourage students to look at the picture clues around the puzzle and back over units 4-6 to help with finding the answers and correct spelling.

B CD 073 Listen. Then circle. 10 min.

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

Boy: Are you going to the sports competition tomorrow?

Girl: Yes, I'm taking part.

Boy: I didn't know you were good at sports. I thought you just filmed the sports events.

Girl: I do. I filmed the pole vault last week, but this time I want to take part.

Boy: Pole vault. Have you ever done that event before?

Girl: Yes, I have competed twice, but I've never won.

Boy: But that's really hard work, and you go high up in the air.

Girl: Well, I thought it was an amazing experience, and it's not dangerous.

Boy: Yes, I suppose you're right, but I wouldn't do it.

Girl: Don't you go cliff diving? Now that's more dangerous than doing the pole vault.

Boy: Yes, but that isn't the same as jumping with a big stick.

Girl: It's called a pole not a stick, and I have never hurt myself. Jumping off a rock can be really dangerous.

Boy: But it's more interesting than doing the long jump or high jump.

Girl: You know, I've never seen you at any sports events.

Boy: I'm not very good at athletics. I prefer cliff diving or going snorkeling.

Girl: Snorkeling! Now that must be incredible.

Boy: Yes, it's as amazing as cliff diving, and it's more enjoyable.

Girl: Do you play any team sports?

Boy: I like field hockey.

Girl: Do you play a lot?

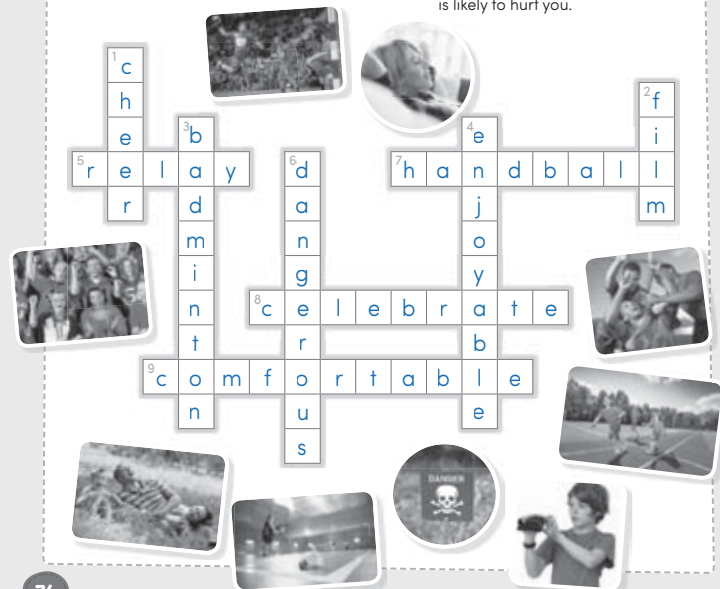
A Write the words.

Across

- A race between two or more teams where each member of a team runs part of the race.
- A game where teams try to score goals by throwing a ball with their hands.
- People do this when they win a game or competition.
- When you feel relaxed in a nice way.

Down

- People do this at a sports game when they want a team to win.
- To use a video camera to record moving images.
- A game with two players or more that you play on a court with rackets and a shuttlecock.
- When something is nice to do.
- When an animal, person, or thing is likely to hurt you.



Boy: No, I don't play. I work as a coach for our local team.






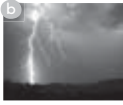


Girl: Is the team any good?

Boy: The team was losing when the referee blew the whistle last week.

Girl: Oh well, maybe you should stop being a coach and play instead.

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

B Listen. Then circle.

1. What event has the girl taken part in twice?		
2. What does the girl think is more dangerous than pole vaulting?		
3. What does the boy say is as amazing as cliff diving?		
4. Who blew the whistle at the end of the field hockey game?		

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

- I have ever won a prize. never
- Go snorkeling is more dangerous than going whale watching. Going
- He were doing an interview at 8 p.m. was
- I have compete in a badminton event once. competed
- Staying at a campsite isn't as comfortable than staying at a resort. as
- Our team was lost when the referee blew the whistle. losing

75

D Look and read. Write Yes or No.



- They are running a marathon. No
- You can see people cheering. No
- They are doing the hurdles. Yes
- They are celebrating at the end of the race. No
- They are taking part in a competition. Yes
- A man is receiving a trophy. No

76

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

- Focus students' attention on part C on **page 75**.
- Read each sentence out loud. Tell students that there is a mistake in each one.
- Ask students to identify the mistake in item 1 (ever) and to circle it. Then have students write the correct word on the blank space (never).
- Now tell students to read each sentence by themselves, circle the mistake, and write the correct word on the blank space.
- Monitor and provide assistance if necessary.
- Give students 2–3 minutes to complete the activity.
- Go over answers as a class. Starting with sentence 2, choose a student and ask him / her to read out the corrected sentence for each item. Make sure all students have circled the mistake.

D Look and read. Write Yes or No.

- Have students look at **page 76** and focus students' attention on the picture.
- Next, read the first sentence: **T** "They are running a marathon." Tell students to look at the picture and say whether this is true or not. Have students write Yes or No on the line.
- Tell students to do the same for sentences 2–6.
- Monitor and provide assistance to students if necessary.
- Go over answers as a class. Starting with sentence 2, read the sentence and then ask a student whether he / she wrote Yes or No.

Unit Objectives

- Community service activities
- Reporting what someone said

Lesson Objectives

Students will be able to:

- recognize and name the first eight key vocabulary items
- report what someone said they do regularly

Vocabulary **Key words 1**

donate clothes
help the homeless
visit elderly people
clean up beaches

organize food drives
hold bake sales
volunteer at an animal shelter
collect money

Core Structure

- **Reported speech (simple present – simple past)**
I donate clothes. She said that she donated clothes.

Materials

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

A 074 Look and listen.



B 075 Listen and say.



78

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** "How do you help your community?" Call on students individually to answer. If students have difficulty coming up with ideas, suggest some common social problems in the students' area.

A 074 Look and listen. 5 min.

- Focus students' attention on the picture on **page 78**.
- Talk about the picture; explain the situation shown in the picture, pausing after questions to let students offer answers. **T** "The students are holding a school event to help their community. Mateo and Li are having a bake sale. Nadir is organizing some food, and Jenny is looking through some clothes. Daniel is bringing more clothes to donate. Does your school hold events like this?"
- Play **audio track 074**.

Jenny: Look, here comes Daniel. He has a box.
I think he's going to donate some clothes.

Nadir: Yes, he said that he donated clothes every year.

Jenny: What are you doing now?

Nadir: I am organizing the food drive. Lots of people have donated food for us.

Jenny: That's great. And what are Mateo and Li doing?

Nadir: Mateo is holding a bake sale. He said that he held bake sales every month. Li is helping him.

Jenny: I think we are going to collect a lot of money today.

Nadir: Do you have any plans for the weekend?

Jenny: Yes. I am going to visit elderly people.

Nadir: Are you going with Li? She said that she visited elderly people every weekend.

Jenny: Yes. We are going together.

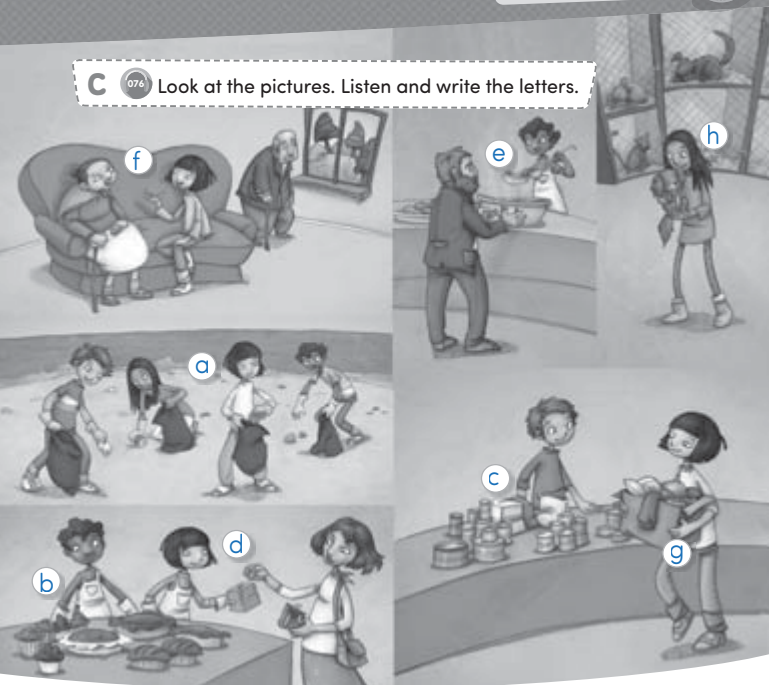
Nadir: That's great. I bet they have a lot of interesting stories to tell.

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

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

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

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



D 077 Chant. Turn to page 115.

E Look at the pictures and talk with a partner.

I donate clothes.	She said that she <u>donated</u> clothes.
I don't hold bake sales.	She said that she <u>didn't hold</u> bake sales.

79

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

- Focus students' attention on the vocabulary list at the bottom of **page 78**.
- Tell students to listen and repeat after the audio.
T "Listen to the words. Look at the pictures and say the words."
- Play **audio track 075**. Make sure the students are following along and repeating the words.
- (Optional) Play the audio track again to give students an extra chance to practice, especially if students have difficulty with the pronunciation.

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

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

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

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

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

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

D CD 077 Chant. **10 min.**

- Tell students to turn to **page 115** where they will see the lyrics to the chant. **T** "Let's listen to a chant. Turn to page 115."
- Play **audio track 077**, and have students just listen the first time.
- Assign half of the class to read role 1 and the other half to read role 2.
- Play the audio track again. This time tell the students to read along to their part out loud.

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

What do you do for your community?

I donate clothes.

She said that she donated clothes.

What do you do for your community?

I help the homeless.

He said that he helped the homeless.

What do you do for your community?

I visit elderly people.

She said that she visited elderly people.

What do you do for your community?

I hold bake sales.

He said that he held bake sales.

What do you do for your community?

I clean up beaches.

She said that she cleaned up beaches.

What do you do for your community?

I organize food drives.

He said that he organized food drives.

E Look at the pictures and talk with a partner.

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.

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

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

More practice

Assign **pages 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 108**.



Lesson Objectives

Students will:

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

Materials

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

Warm-up 5 min.

Tell students to look at the pictures on **page 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 and describe the last time that they helped someone.

Reading

A Read. 5-10 min.

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

B Read again and answer. 5-10 min.

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

B Read again and answer.

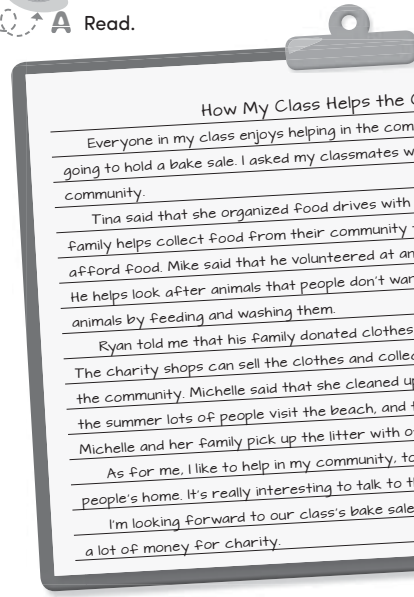
- What is the text about?
 - ☐ a. why it's important to help in a community
 - ☐ b. when people should help their community
 - ☒ c. how some students help their community
- What is the class going to do next week? hold a bake sale
- What did Mike say that he did? volunteered at an animal shelter
- Who said that they donated clothes? Ryan

80

Speaking

A Speaking preparation 5-10 min.

- Have students look at **page 81**.
 - Tell students to work with a partner. Students should discuss different ways to help in the community and make a list of five things people can do to help their community.
 - Encourage students to try to think of their own ideas as well as using the vocabulary introduced in lesson 1.
 - Give students 2–3 minutes to write their ideas.
- CDM** Show students the example.
- Circulate and monitor the students providing assistance where necessary.



- A** Work with a partner. What are some things people can do to help their community? Make a list.



1. _____
2. _____
3. _____
4. _____
5. _____

- B** Ask five classmates if they do the activities you wrote above. Then fill in the chart.

Do you hold bake sales? Yes, I do. / No, I don't.

Name	Activity	
		<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Yes <input type="checkbox"/> No

Now tell the class.

Jenny said that she held bake sales.

Jenny said that she didn't donate clothes.

81

B Speaking activity 10 min.

- Focus students' attention on the model dialog. Select two students in the class to read the lines for each of the characters. **T** "Can you read the dialog? You be Mateo, and you be Jenny."
- Tell students to find five other students. Explain that they should ask each classmate one of the questions from part A and check the box depending on their classmate's answer. Make sure that students are asking five different classmates and talking about a variety of activities.

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.
- Have students sit back down and choose a student to report back on one of the classmates that he / she interviewed. Repeat with several other students.

More practice

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

WB

Lesson Objectives

Students will:

- encounter and explore a story linked to the theme of the unit
- be able to recognize and name the second eight key vocabulary items
- be able to report what someone said they did in the past

Vocabulary Key words 2

fix a computer
put up a picture
give advice
wash a car

change a tire
lend a textbook
shovel snow
carry bags

Expansion Structure

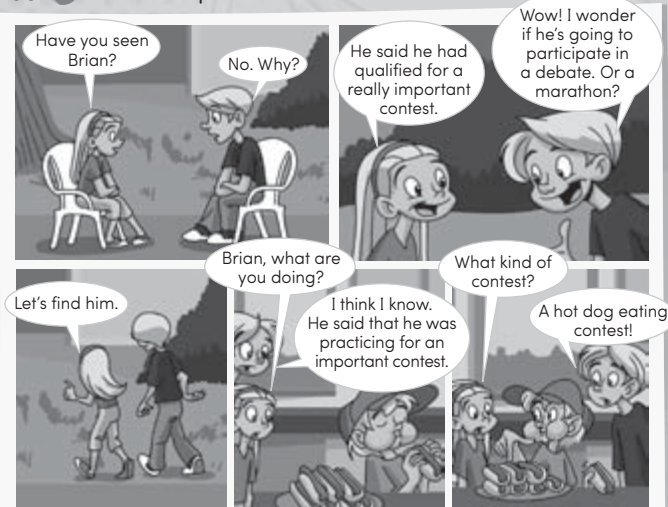
• Reported speech (simple past – past perfect)

I fixed a computer last week. He said that he had fixed a computer last week.

Materials

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

A 078 Listen and repeat.



B Role-play the story.

C Read the story again. Then answer.

1. What are Emma and Alex talking about?
☐ a. Brian's speech ☐ b. Brian's race ☒ c. Brian's competition
2. What did Brian tell Emma?
☒ a. He had qualified for a contest. ☐ b. He had won a contest.
☐ c. He had run a marathon.
3. What is Brian practicing for?
☐ a. a debate competition ☒ b. a hot dog eating contest
☐ c. a sports competition

82

Warm-up 5 min.

Tell students to look back at the list of ways to help their community that they made in part A on **page 81**. Choose a student and ask him / her to ask you a question. Respond with a yes or no answer. **S** "Do you hold bake sales." **T** "Yes, I do." Next, have that student report back to the rest of the class on your response. **S** "The teacher said that he held bake sales."

Story

A CD 078 Listen and repeat. 5 min.

- Tell students to turn to **page 82**. Focus students' attention on the comic strip. Ask students two questions about the pictures and elicit answers.
 1. Point to Brian. **T** "Who is he?" (Brian)
 2. Point to the hot dogs in frame 4. **T** "What are they?" (hot dogs)
- Play **audio track 078**. The first time, students can just listen and follow along.
- Play the audio track a second time. Pause after each sentence and give students time to read and repeat.

CDM Show students the animated story on the screen.

B Role-play the story. 5 min.

- Put students in groups of 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

7

A 079 Listen and say.

1 fix a computer **a**

2 change a tire **c**

3 put up a picture **f**

4 lend a textbook **h**

5 give advice **d**

6 shovel snow **b**

7 wash a car **g**

8 carry bags **e**

B 080 Listen and write the letters.

C 081 Listen. Then look at the pictures. Talk with a partner.

I fixed a computer last week.	He said that he had fixed a computer last week.
I gave advice yesterday.	He said that he had given advice yesterday.

1 this morning

2 two days ago

3 yesterday

4 last winter

5 last weekend

6 last week

83

081 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 081**.
- 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 reported sentence 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 sentence based on picture 1. Student B reports the sentence. **CDM** Show an example of the dialog for each of the images.
- Then have students switch roles and run through the exercise again.

Answers

- I changed a tire this morning. → He said that he had changed a tire this morning.
- I put up a picture two days ago. → He said that he had put up a picture two days ago.
- I lent a textbook yesterday. → He said that he had lent a textbook yesterday.
- I shoveled snow last winter. → He said that he had shoveled snow last winter.
- I washed a car last weekend. → He said that he had washed a car last weekend.
- I carried bags last week. → He said that he had carried bags last week.

Expand

A 079 Listen and say. 5 min.

- Have students look at the vocabulary on **page 83**.
- Tell students to listen and repeat after the audio.
- Play **audio track 079**. Make sure the students are following along and repeating the words.

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

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

B 080 Listen and write the letters.

5-10 min.

- Have students take out a pencil or pen.
- Tell students they should look at the pictures in part A and write the letter they hear next to each picture.
- Play **audio track 080**. There are pauses in the audio recording to give students time to write, but you may want to pause the track to give them additional time if necessary.
- Review answers, calling on individual students. **T** "What is A?"

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

More practice

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



LEARNING
ABOUT
COMMUNITIES

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 "How do you help your community?" on the board. Then write "He / She said that he / she ..." on the board. Have students stand in a circle. Choose one student to start by answering the question of how he / she helps in the community. **S** "I hold bake sales." Tell the next student in line to report what the first student said before answering the question him / herself. **S** "She said that she held bake sales. I donate clothes." Students continue the chain by first reporting what previous students said before adding their own idea.

Connect

A CD 082 Listen and read. 10 min.

- Have students turn to **pages 84 and 85**.
- Tell students that they are going to learn about three different types of communities.
- Tell students to read along silently as they listen. Play **audio track 082**.
- Play the audio track again. This time, tell students to try to read aloud as they listen.

CDM Show the animated slideshow.

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

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

C Read again. Discuss the questions.

10 min.

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

Did you know there are many types of communities? Let's learn about them.

Urban Communities

There are urban communities all over the world. An urban community is in a city or a big town, and a lot of people live in it. Typically, people in urban communities live close together in smaller spaces. Some people may have cars, but many residents walk or take public transportation. There may be parks and green areas, but they're not as large as natural areas outside of cities.

This is Stella, and she lives in an urban community. She said that city life was fun. She enjoys taking the subway and living in a place with so much to do. She said that she went to the mall with her friends on weekends.

Q What does Stella enjoy about living in an urban community?

84

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

CDM Show students the correct answers on the screen.

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

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

E CD 084 Listen again and check your answers.

5 min.

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

Connect 7

Suburban Communities

A suburban community is also called the suburbs. Suburban communities are just outside of big cities. Public transportation there isn't as good as in cities. Most residents need to have a car to get to work. Typically, houses are bigger and have yards. And there are usually more natural areas.

This is Kim and Robert, and they live in a suburban community. They said that they went to the park often. They also said they enjoyed biking around the neighborhood and grilling food in their backyard.

Where do Kim and Robert like to visit?

Rural Communities

Rural communities are less populated. They are in the countryside, where people live in very small towns or in places far away from others. The closest neighbors may live miles away. Many farms are in rural areas, so farmers have a lot of space to grow crops.

This is Sam, and he lives in a rural community. Sam said that he helped his family on the farm. He said that it was a peaceful place. Because there are not a lot of lights from houses, it's easy to see the stars at night. Sam said he liked to look at the stars.


What does Sam enjoy doing at night?

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

85

7

D Listen and answer the boy's questions.



1. a. fly b. ride bikes **c. walk and take public transportation**

2. a. People have to go to the city to shop.
b. People need to drive to work.
 c. People like cars.

3. **a. There is more space to grow crops.**
 b. Crops grow better in nature.
 c. It's easier to get farm workers there.

E **86** Listen again and check your answers.

F Write two facts about each type of community. Use information from the reading.

Urban communities	Suburban communities	Rural communities
People live close together in smaller spaces.	Most residents need to have a car to get to work.	They are in the countryside.
Many residents walk or take public transportation.	Houses are bigger and have yards.	Many farms are in rural areas.

86

- Go over answers as a class.

Boy 1: Hey, Dan, can we take a break from biking?

Boy 2: Sure, Aiden.

Boy 1: Thanks. I'm tired. I'm glad we're getting to bike in our community.

Boy 2: Me, too. I bet it would be fun to bike in an urban community because we could ride next to tall buildings. I read an article yesterday about different communities. It said many people who live in urban communities don't own cars.

Boy 1: How do people get around in urban communities with no cars?

Boy 2: They walk and take public transportation.

Boy 1: That's cool. Still, I like living in a suburban community.

Boy 2: I do, too. There is a lot to do. I wish there were fewer cars in the suburbs though.

Boy 1: Why are there a lot of cars in the suburbs?

Boy 2: People need to drive to work.

Boy 1: Right. That makes sense if adults need to get to the city for work.

Boy 2: Have you ever spent time in a rural community?

Boy 1: I've driven through the countryside with my parents, but I've never lived in a community like that. What about you?

Boy 2: My grandparents live on a farm. They love living in a rural community because it's quiet.

Boy 1: Why are rural communities good places to have farms?

Boy 2: There is more space to grow crops.

Boy 1: Ah, of course.

Boy 2: You should come to the farm one day.

Boy 1: Sounds good, thanks! Are you ready to start biking again?

Boy 2: Yeah, let's go.

Summary 5 min.

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

More practice

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



Lesson Objectives

Students will:

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

Materials

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

Warm-up 5 min.

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

Writing

A Read the example. Underline all of the reported speech. 5 min.

- Tell students to turn to **page 87**. Focus students' attention on the example text.
- Tell students to read the example by themselves.
- Next, tell students to re-read the text and underline the reported speech.

CDM Show students the correct answers on the screen.

B Read again and answer the questions. 5 min.

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

Review 10-15 min.

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

A Read the example. Underline all of the reported speech.

My partner Mary really likes to help out in her community. She said that she cleaned up the beach every weekend with her family. She said there was always a lot of trash there. She also said that she volunteered at an animal shelter every month. She said that she loved animals. At the animal shelter, she looks after sick animals and feeds them.

Mary also said that she liked to help her neighbors. She said that she had washed her next-door neighbors' car for them last weekend. The neighbors were busy preparing for a charity bake sale. She also said that she had helped some of the elderly neighbors on her street last winter. It was a very cold winter with a lot of snow. Mary said she had shoveled snow from their driveways.

I think Mary is a kind and helpful person.

B Read again and answer the questions.

1. What did Mary say she did every weekend?
2. What did Mary say she had done last weekend?

C How does your partner help in his or her community? Ask and fill in the charts.

How do you help your community?	He organizes food drives.
When do you do it?	once a month
Who do you do it with?	his best friend
What do you do?	He collects food to give to the homeless.

When was the last time you helped a friend or neighbor?	yesterday
Who did you help?	his neighbor
What did you do?	He washed his car.

- 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 Li. Make a sentence. Student B, you are Nadir, respond."
- Have students look at the pictures on **page 79** and continue to ask questions about the key vocabulary.
- Next, have students turn to **page 83**.
- Tell students to look at the vocabulary in part A.
- Call out a number from 1-8 and ask individual students to say the word. **T** "One. Kevin, what is the word?"
- Repeat with a different student for all eight words.
- Direct students to part C.
- Put students in pairs and assign one student to be Student A and the other student to be Student B. Tell A to make a sentence based on picture 1. **T** "Student A, make a sentence for picture number one. Student B, respond."
- Then Student B makes a sentence for picture 2. **T** "Now Student B make a sentence for picture number two."
- Students continue alternating until they have talked about all the pictures.

Writing preparation 10-15 min.

- Focus students' attention on the writing preparation section at the bottom of **page 87**.
- Put students in pairs. Tell students to ask their partner the questions and fill in the chart with their partner's responses.
- Explain that students don't need to write full sentences and that words or phrases are enough at this stage.
- Circulate and monitor the students, providing assistance where necessary.

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

Unit wrap-up 5 min.

- To wrap up the unit, ask students to turn to **page 92** in the Workbook.
- Make sure students have a pen or pencil.
- Direct students' attention to the words at the top of the page. Ask students to check all of the words they know.
T "Look at the words. Check the words you know."
- Walk around the class to briefly gauge the words that students have difficulty with. If you see the same words unchecked by many of the students, review these words. Direct the students back to the pages that contain images of these words.
- Next, direct students' attention to the *I can* sentences on the second half of the page.
- Read out each sentence one by one, asking students to check the sentence if they can do it. Make sure that all students understand each sentence before moving on to the next.

I can sentences:

Speaking

1. I can talk about activities I have done to help the community.
2. I can report what activities people have done to help their community.
3. I can ask and answer questions about what activities people said they did.

Listening

4. I can understand when someone talks about how they help their community.

Reading

5. I can read and understand short passages about how people help their community.

Writing

6. I can write a few sentences telling what someone says they do or have done to help their community.

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

Dominic said that he helped the homeless every weekend.
He said that he did it with his brother.
He said that he served food to people.
Dominic also said that he had fixed a computer last weekend.
He said that he had fixed his grandmother's computer.

More practice

Assign **page 61** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 109**.

Unit Objectives

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

Lesson Objectives

Students will be able to:

- recognize and name the first eight key vocabulary items
- use and differentiate between past tense and present perfect to talk about actions that happened in the past and recent past

Vocabulary **Key words 1**

lose	find	smash	trip
drop	spill	knock over	break

Core Structure

• Past tense vs. present perfect

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

Materials

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

Q What have you just done?

A 085 Look and listen.**B** 086 Listen and say.**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 have you just done?" Call on students individually to answer. If students have difficulty coming up with ideas, describe some of the things you have done in the last hour or so.

A **CD** 085 Look and listen. 5 min.

- Focus students' attention on the picture on **page 88**.
- Talk about the picture; explain the situation shown in the picture, pausing after questions to let students offer answers. **T** "The characters are having a party. Jenny and Li are talking to each other. Nadir is carrying a bowl of chips, but he has just tripped on the rug, and he has just dropped the bowl. When was your last party?"
- Play **audio track 085**.

Jenny: The party is going well, don't you think?

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

Jenny: Except what?

Li: I lost my keys earlier today.

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

Li: That would be great.

Jenny: Uh oh!

Li: What's the matter?

Jenny: Nadir has just tripped. And he has just dropped the bowl he was carrying.

Li: Oh, no! He's so clumsy.

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

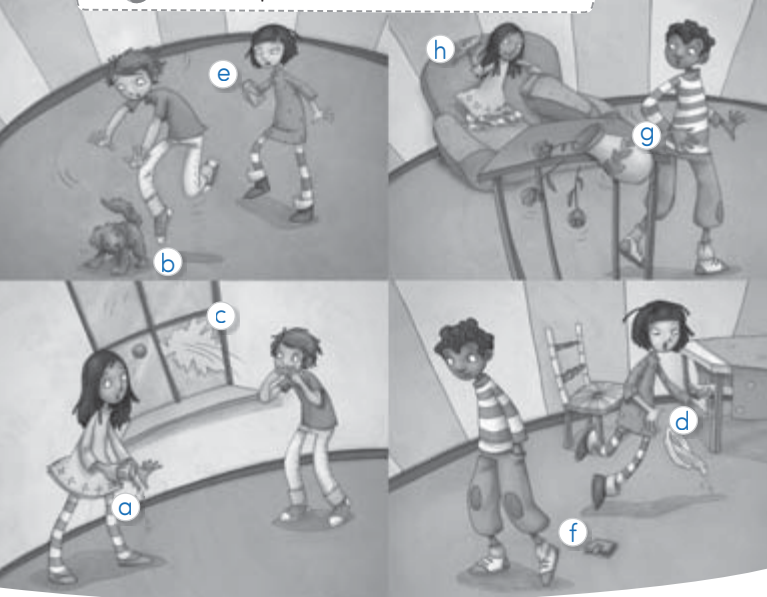
CDM Play the animation. Use the *Caption* and *Script* functions to show students the script.

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

B **CD** 086 Listen and say. 5 min.

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

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



D 088 Chant. Turn to page 115.

E Look at the pictures and say.



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

89

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

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

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

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

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

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

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

D 088 Chant. **10 min.**

- Tell students to turn to **page 115** where they will see the lyrics to the chant. **T** "Let's listen to a chant. Turn to page 115."
- Play **audio track 088**, and have students just listen the first time.
- Assign half of the class to read role 1 and the other half to read role 2.

- Play the audio track again. This time tell the students to read along to their part out loud.

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

Oh no!
What's wrong?
I have just spilled my juice.
Oh dear! I spilled my juice yesterday, too.

Oh no!
What's wrong?
He has just smashed a window.
Oh dear! I smashed a window last week, too.

Oh no!
What's wrong?
She has just broken her phone.
Oh dear! I broke my phone last weekend, too.

Oh no!
What's wrong?
They have just lost their keys.
Oh dear! I lost my keys last month, too.

E Look at the pictures 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. One student should read the first sentence in the past tense. The second student should read the corresponding sentence in the present perfect.
- **CDM** Show students model sentences on the screen. Select from the eight key words to change the example dialog. Have students repeat after the audio each time.
- Have students look at the pictures on **page 89** and continue to make sentences using the key vocabulary from the main picture. **T** "Look at the pictures. Talk about them with your partner."
- Choose two or three students and have them stand and make a sentence for the class.

More practice

Assign **pages 62 and 63** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 109**.



Lesson Objectives

Students will:

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

Materials

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

Warm-up 5 min.

Tell students to look at the pictures on **page 89**. As a review, ask students what they can see. Encourage different students to provide all of the words from vocabulary set 1 (introduced in lesson 1). Next, ask students to think about an accident they have had recently and to describe what happened.

Reading

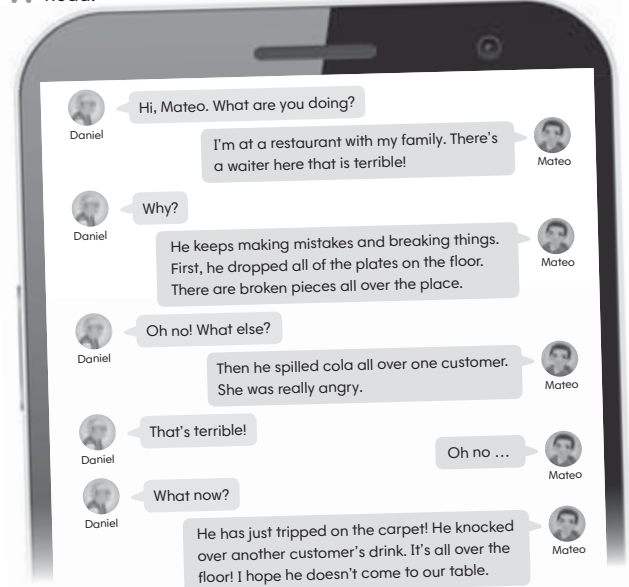
A Read. 5-10 min.

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

B Read again and answer. 5-10 min.

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

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



B Read again and answer.

1. Where is Mateo?

- ☐ a. at home
☐ b. at school
☒ c. at a restaurant

2. What did the waiter do first?

dropped plates on the floor

3. What did the waiter do with the cola?

spilled it all over one customer

4. What has the waiter just done?

tripped on the carpet

90

Speaking

A Speaking preparation 5-10 min.

- Have students look at **page 91**.
- Tell students to look at the chart in part A. Have students think of one thing to complete each phrase in the chart.
- Note: For number 8 (trip), explain that it should be something that students trip over.
- Give students 2–3 minutes to fill in the chart.
- **CDM** Show students the example.
- Circulate and monitor the students providing assistance where necessary.

A Think of one thing to complete each phrase below. Write.

Example: lose _____ my phone

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

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



What has he / she just done?

He / She has just spilled cola.



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

91

B Speaking activity 10 min.

- Focus students' attention on the model dialog. Select two students in the class to read the lines for each of the characters. **T** "Can you read the dialog? You be Jenny, and you be Daniel."
- Put students into groups of three or four. Tell one student in each group to stand up and act out one of the actions they wrote in part A. The other students in the group should try to guess what the action was by asking and answering a question. **S1** "What has he just done?" **S2** "He has just lost his phone."
- Tell students to take turns acting out their actions until they have gone through all eight.

CDM Use the model dialog to demonstrate the answer / question exchange, and how to complete the activity in B.
- Give students six or seven minutes to finish the activity.

More practice

Assign **pages 64 and 65** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 109**.

WB

Lesson Objectives

Students will:

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

Vocabulary Key words 2

live in your apartment	be on a diet
read novels	know your best friend
study English	have a pet
play badminton	play the violin

Expansion Structure

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

I have lived in my apartment for five years. / I have lived in my apartment since 2011.

Materials

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

8 **089** Listen and repeat.

B Role-play the story.

C Read the story again. Then answer.

- What did Tim finish doing ten minutes ago?
 - ☐ a. watching TV
 - ☒ b. eating
 - ☐ c. playing with the dog
- What has Alex just finished?
 - ☒ a. a puzzle
 - ☐ b. a game
 - ☐ c. his food
- How long has Alex worked on his puzzle?
 - ☐ a. three minutes
 - ☐ b. three days
 - ☒ c. three weeks

92

Warm-up 5 min.

Tell students to look back at the phrases they completed in part A on **page 91**. Choose a student and ask him / her the question: **T** "What have you just done?" and ask the student to respond. **S** "I have just dropped my phone." Repeat with several students. Encourage them to use different words.

Story

A **089** Listen and repeat. 5 min.

- Tell students to turn to **page 92**. Focus students' attention on the comic strip. Ask students two questions about the pictures and elicit answers.
 - Point to Alex. **T** "Who is he?" (Alex)
 - Point to frame 1. **T** "What are they doing?" (having a party)
- Play **audio track 089**. The first time, students can just listen and follow along.
- Play the audio track a second time. Pause after each sentence and give students time to read and repeat.

CDM Show students the animated story on the screen.

B Role-play the story. 5 min.

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

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

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

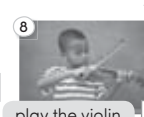
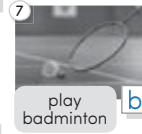
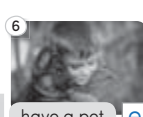
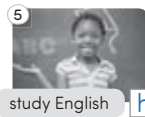
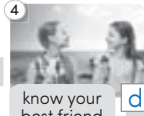
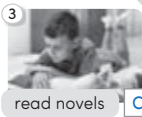
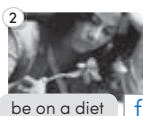
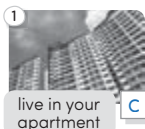
- Direct students' attention to part C.
- Read the questions out loud. Tell students to look at the possible answer choices and check one.
- Review answers as a class.

CDM Show students the correct answers on the screen.

Expand

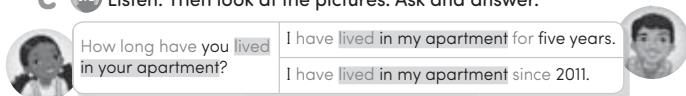
8

A 090 Listen and say.



B 091 Listen and write the letters.

C 092 Listen. Then look at the pictures. Ask and answer.



93

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

- Focus the students' attention on the model dialog in part C. Play **audio track 092**.
- Split the class into two halves, A and B. Instruct group A to repeat the question aloud after you. Then have group B repeat the answer after you. Have groups switch roles and 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 question based on picture 1. Student B responds.
CDM Show an example of the dialog for each of the images.
- Then have students switch roles and run through the exercise again.

Answers

- How long have you lived in your apartment? → I have lived in my apartment for five years.
- How long have you played badminton? → I have played badminton for three months.
- How long have you played the violin? → I have played the violin since 2015.
- How long have you had a pet? → I have had a pet since January.
- How long have you been on a diet? → I have been on a diet for two weeks.
- How long have you read novels? → I have read novels since 2013.

More practice

Assign **pages 66 and 67** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 110**.

Expand

A 090 Listen and say. 5 min.

- Have students look at the vocabulary on **page 93**.
- Tell students to listen and repeat after the audio.
- Play **audio track 090**. Make sure the students are following along and repeating the words.

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

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

B 091 Listen and write the letters.

5-10 min.

- Have students take out a pencil or pen.
- Tell students they should look at the pictures in part A and write the letter they hear next to each picture.
- Play **audio track 091**. There are pauses in the audio recording to give students time to write, but you may want to pause the track to give them additional time if necessary.
- Review answers, calling on individual students. **T** "What is A?"

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

Lesson Objectives

Students will:

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

Materials

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

Warm-up 5 min.

Choose an action that you can ask students how long they have done it for. For example, have a pet. Tell students to stand up. Ask the students a question.

T "How long have you had a pet." Tell students that if they don't have a pet, they can sit down for now. From the students who remain standing, ask one to answer.

S "I have had a pet for six months." Tell students to sit down if they have had a pet for shorter but to remain standing if they have had a pet for longer. Choose another student and repeat each time, asking students to sit down if their answer is shorter. Continue until there is just one student standing (or a small group if students' answers are the same). Ask all students to stand again, and repeat with a different activity.

Connect

A 093 Listen and read. 15 min.

- Have students turn to **pages 94 and 95**.
- Point to the picture of J. K. Rowling and ask students whether they know who she is (the author of the *Harry Potter* books). Ask students what they know about *Harry Potter*. Tell students they are going to learn more about J. K. Rowling's life.
- Tell students to read along silently as they listen. Play **audio track 093**.
- Play the audio track again. This time, tell students to try to read aloud as they listen.

CDM Show the animated slideshow.

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

- Focus students' attention on part B. Tell students to look at the questions in the red boxes throughout the text.

A 093 Listen and read.

Have you ever read books or seen movies about Harry Potter, the famous wizard? Have you heard of J. K. Rowling, author of the *Harry Potter* books? Let's learn more about this well-known writer.

THE WOMAN BEHIND THE Harry Potter SERIES

Rowling was born in England in 1965 and grew up there, but she has also lived in Scotland. She graduated from

the University of Exeter and later taught English in Portugal. She also worked as a secretary before becoming a novelist. Rowling knows what children like to read. She has been a parent for more than twenty years. Her first daughter, Jessica, was born in 1993. She also has a son and a daughter who are several years younger than Jessica.

J. K. Rowling

Q Where did J. K. Rowling study?

- Tell students to re-read those passages again silently and underline the sentence or part of the sentence that gives the answer.

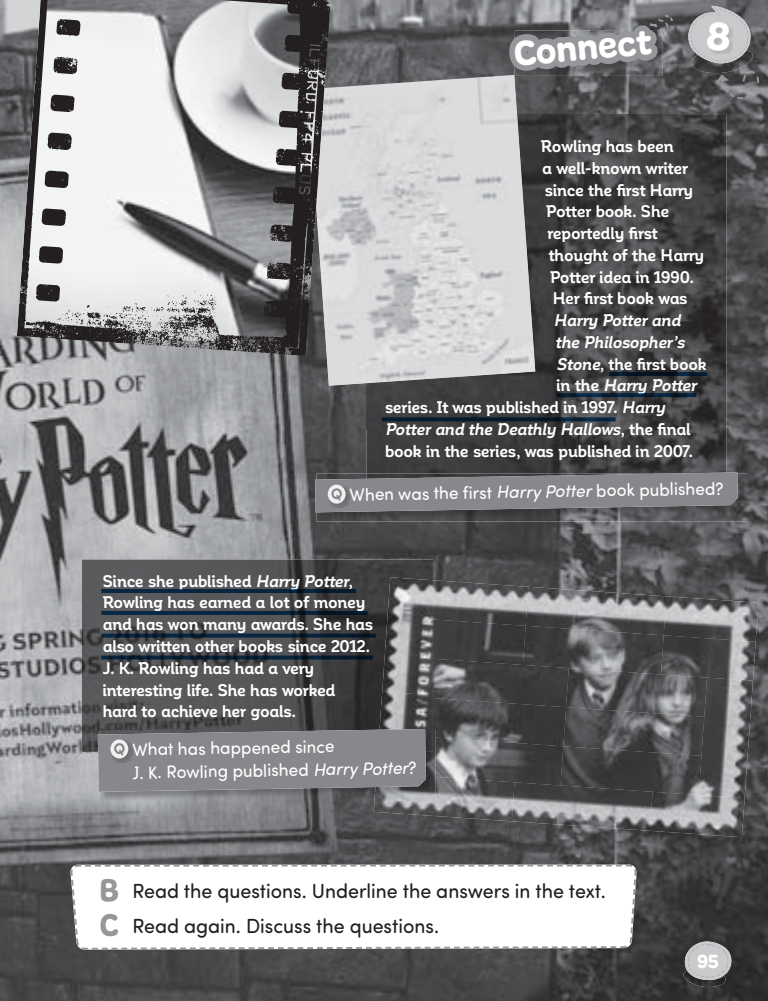
C Read again. Discuss the questions.

10 min.

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

D 094 Listen and answer the girl's questions. 10 min.

- Have students turn to **page 96**. Explain that students will hear two girls talking about the topic they have just read.
- Tell students that during the conversation, they will hear three questions from one of the girls. Students need to listen to the questions carefully and circle the correct answer.
- Play **audio track 094**. There is a short pause after each question, however you may wish to pause the recording for longer to give students enough time to think about the answer.
- Note: The answers are not provided at this stage, and the conversation resumes as if the answer had been given.



Rowling has been a well-known writer since the first Harry Potter book. She reportedly first thought of the Harry Potter idea in 1990. Her first book was *Harry Potter and the Philosopher's Stone*, the first book in the *Harry Potter* series. It was published in 1997. *Harry Potter and the Deathly Hallows*, the final book in the series, was published in 2007.

Q When was the first *Harry Potter* book published?

Since she published *Harry Potter*, Rowling has earned a lot of money and has won many awards. She has also written other books since 2012. J. K. Rowling has had a very interesting life. She has worked hard to achieve her goals.

Q What has happened since J. K. Rowling published *Harry Potter*?

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

95



1. a. England b. Scotland c. the United States
2. a. one b. three c. seven
3. a. 1990 b. 1997 c. 2007

E 095 Listen again and check your answers.

F Answer the questions with information from the reading.

Why is J. K. Rowling famous?	She is the author of the <i>Harry Potter</i> books.
What are some jobs Rowling has had?	She taught English in Portugal, and she also worked as a secretary.
Where has Rowling lived?	She was born and grew up in England, but she has also lived in Scotland.
Write two more facts about Rowling's life.	She has three children. She has earned a lot of money and has won many awards.

E CD 095 Listen again and check your answers.

5 min.

- Play **audio track 095** for students to listen to the full conversation with answers included.
- Tell students to listen and check their answers to the questions from part D.
- Go over answers as a class.

Girl 1: Hey, Becca. You look excited. What's going on?

Girl 2: Hi, Julie. I just finished reading *Harry Potter and the Deathly Hallows*. It's the last *Harry Potter* book.

Girl 1: I've seen the movies, but I've never read the books.

Girl 2: You should. J. K. Rowling is a great author.

Girl 1: Oh, really?

Girl 1: Where was J. K. Rowling born?

Girl 2: She was born in England.

Girl 1: Oh, I didn't know that.

Girl 2: She's very interesting. She had many jobs before she wrote the *Harry Potter* books. She's also a mom.

Girl 1: How many children does she have?

Girl 2: She has three.

Girl 1: I bet they are proud of their mom.

Girl 2: Definitely. I respect her for a lot of reasons. She has worked hard to become a wonderful writer.

Girl 1: I heard the first *Harry Potter* book was written in the 1990s.

Girl 2: Yes, it was 1997. But then she wrote six more books in the series.

F Summary 5 min.

- The summary activity can be done in class if time permits, or students can complete it for homework so they are ready to talk about it briefly during the next lesson.
- Focus students' attention on part F at the bottom of **page 96**. Tell the students to answer the questions with information from the reading.
- Encourage students to skim over the text on **pages 94 and 95** if they have difficulty with any of the answers.
- (Optional) Check answers as a class.

CDM Show students the correct answers on the screen.

More practice

Assign **page 68** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 110**.

Lesson Objectives

Students will:

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

Materials

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

Warm-up 5 min.

Put students into groups of 3 or 4. Ask them to turn to the completed summary chart on **page 96**. Without looking back at the text, students should discuss everything they can remember about the article from the previous lesson. Encourage students to take turns mentioning one point at a time.

Writing

A Read the example. Circle all of the simple past tense verbs and underline all of the present perfect tense verbs. 5 min.

- Tell students to turn to **page 97**. Focus students' attention on the example text.
- Tell students to read the example by themselves.
- Next, tell students to re-read the text and circle all of the simple past tense verbs and underline all of the present perfect tense verbs.

CDM Show students the correct answers on the screen.

B Read again and answer the questions. 5 min.

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

Review 10-15 min.

- Have students turn to **page 89**.
- Direct students' attention to the pictures on **page 89**.
T "Look at the pictures." Call out a letter from a-h and ask students to say the word together, based on their answers from lesson 1. **T** "A. What is the word?"

A Read the example. Circle all of the simple past tense verbs and underline all of the present perfect tense verbs.

My brother always gets into little accidents. He is not very careful. Last month, when he was playing soccer in the yard, he kicked the ball too hard and smashed a window. Then last week, he dropped his phone and broke it. He wanted to put it in his pocket but missed. And he has just spilled his juice. There is juice all over the table.

However, there are many good things about my brother. He is very sporty, and he likes to play badminton the most. He has played badminton for two years. He also likes to play the violin. He has played the violin since he was 6 years old, so he is very good now. He also loves reading. His favorite books are novels. He has read novels since he was 7. But he is not happy now, because he has lost his favorite novel. He can't find it anywhere.

B Read again and answer the questions.

1. What accident did the writer's brother have last month?
2. How long has the writer's brother played the violin?

C Think about a friend or family member. Make a list of some of the little accidents he or she has had.

- tripped over the dog
- lost his wallet
- dropped his phone
- smashed a vase

Now complete the questions and then answer them about activities that your friend or family member has done.

How long has he / she played piano ?	five years
How long has he / she swum ?	since she was six
How long has he / she drawn pictures ?	nine years
How long has he / she taken photos ?	since he was ten

- 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 Li. Make a sentence. Student B, you are Nadir. Respond."
- Have students look at the pictures on **page 89** and continue to make sentences about the key vocabulary.
- Next, have students turn to **page 93**.
- Tell students to look at the vocabulary in part A.
- Call out a number from 1-8 and ask individual students to say the word. **T** "One. Kevin, what is the word?"
- Repeat with a different student for all eight words.
- Direct students to part C.
- Put students in pairs and assign one student to be Student A and the other student to be Student B. Tell A to make a question based on picture 1. **T** "Student A, make a question for picture number one. Student B, respond."
- Then Student B makes a question for picture 2. **T** "Now Student B make a question for picture number two."
- Students continue alternating until they have talked about all the pictures.

Writing preparation 10-15 min.

- Focus students' attention on the writing preparation section at the bottom of **page 97**.
- Tell students to think about one family member, or friend that they know well.
- Have students think about four minor accidents the person has had recently, and write them in the list.
- Then have students complete the questions about the same person in the second chart. If students also know the answers, they can write the answers now. Otherwise, students should ask the person and get the answers for homework.
- 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 talk about things I have just done.
2. I can say what people did in the past.
3. I can ask and answer questions about what activities people started, and how long they have done them.

Listening

4. I can understand when someone asks what I did.
5. I can understand when someone asks a question about how long I have done something.

Reading

6. I can read and understand short passages about activities people are doing, and how long they have done them.

Writing

7. I can write a few sentences telling what someone has done, and how long they have done it.

Writing

Assign **page 93** of the **Workbook** for students to complete the writing activity. This can be completed as homework or in class.

Portfolio writing sample answer

I have had many accidents. Last year, I smashed my window. My brother, John, has also had some accidents. Last week, he knocked over a vase. We like to do many things together. We have played badminton for six months. We also like animals. We have had our pet dog since 2014.

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

- Desires and goals
- Talking about wishes and future plans

Lesson Objectives

Students will be able to:

- recognize and name the first eight key vocabulary items
- talk about their wishes and desires

Vocabulary Key words 1

retired	wealthy	creative	older
yacht	mansion	credit card	driver's license

Core Structures

- **Wish to talk about desires**

I wish I was older. / She wishes she had a mansion.

Materials

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

unit 9 I Wish I Was ...

Q What do you wish you had?

A 096 Look and listen.



B 097 Listen and say.



98

Goal & Warm-up Question 5 min.

- Have students open their Student Book to **page 98**.
- Read the title of the lesson and the learning points.
- **CDM** Go to the **Aims** page and play the audio.
- Ask students the focus question. **T** "What do you wish you had?" Call on students individually to answer. If students have difficulty coming up with ideas, ask questions about things that students do not have. For example: **T** "Do you have a car?"

A 096 Look and listen. 5 min.

- Focus students' attention on the picture on **page 98**.
- Talk about the picture; explain the situation shown in the picture, pausing after questions to let students offer answers. **T** "Daniel and Nadir are sitting in the kitchen. They are thinking about their wishes. They both want different things. Do you have many wishes?"
- Play **audio track 096**.

Daniel: Do you have any wishes?

Nadir: Sure. I wish I was older.

Daniel: Oh, really? Why's that?

Nadir: I want to be older so that I can get a job, and then I can become wealthy.

Daniel: Oh, I want to be wealthy, too. But I don't want to have a job.

Nadir: Do you have any other wishes?

Daniel: Yes. I wish I had a yacht.

Nadir: Why's that?

Daniel: Then I could travel anywhere in the world.

Nadir: Ah. I wish I had a driver's license. Then I could drive anywhere I wanted.

Daniel: You'll have to wait a few more years before you can get a driver's license.

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

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

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

B 097 Listen and say. 5 min.

- Focus students' attention on the vocabulary list at the bottom of **page 98**.
- Tell students to listen and repeat after the audio.

C 098 Look at the pictures. Listen and write the letters.



D 099 Chant. Turn to page 116.

E Look at the pictures and say.



I wish I was **older**.

He / She wishes he / she had a **mansion**.

99

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

- Play **audio track 097**. Make sure the students are following along and repeating the words.
- (Optional) Play the audio track again to give students an extra chance to practice, especially if students have difficulty with the pronunciation.

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

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

C 098 Look at the pictures. Listen and write the letters. **5-10 min.**

- Play **audio track 098**. Have students listen to the sentences and write the corresponding letters in the circles on the picture. **T** "Listen to the sentences for the key word. Write the letter next to the picture."
- Review answers as a class. Call out a letter, starting with A, and ask one student to say what the key word is. Students don't have to remember the whole sentence, just the key word.

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

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

D 099 Chant. **10 min.**

- Tell students to turn to **page 116** where they will see the lyrics to the chant. **T** "Let's listen to a chant. Turn to page 116."

- Play **audio track 099**, and have students just listen the first time.
- Assign half of the class to read role 1 and the other half to read role 2.
- Play the audio track again. This time tell the students to read along to their part out loud.

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

What do you wish?

I wish I had a yacht.

Why do you wish you had a yacht?

So I could sail around the world.

What does he wish?

He wishes he was wealthy.

Why does he wish he was wealthy?

So he could buy lots of things.

What does she wish?

She wishes she was creative.

Why does she wish she was creative?

So she could become a painter.

What do they wish?

They wish they had a driver's license.

Why do they wish they had a driver's license?

So they could drive a car.

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

- Tell students to look at the dialog box (part E) on **page 99**.
- Put students in pairs. **T** "Sit with a partner." Have them practice by reading the sentences in the box.

CDM Show students model sentences on the screen.

Select from the eight key words to change the example dialog. Have students repeat after the audio each time.

- Have students look at the pictures on **page 99** and continue to make sentences using the key vocabulary from the main picture. **T** "Look at the pictures. Talk about them with your partner."
- Choose two or three students and have them stand and make a sentence for the class.

More practice

Assign **pages 70 and 71** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 110**.

WB

A Read.

Lesson Objectives

Students will:

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

Materials

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

Warm-up 5 min.

Tell students to look at the pictures on **page 99**. As a review, ask students what they can see. Encourage different students to provide all of the words from vocabulary set 1 (introduced in lesson 1). Next, ask students to think about and describe their wishes.

Reading

A Read. 5-10 min.

- Tell students to open their Student Book to **page 100**.
- Focus students' attention on the emails in the Reading section. Before reading, ask students what they are.
- Next, read the text to the students and have them listen the first time.
- Tell the students that they are going to read the text again. Call on one student and ask him / her to read the first line. Go around the class and have a different student read the next line. Continue until you get to the end of the reading.

B Read again and answer. 5-10 min.

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

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

Dear Mr. Goldstein,
I'm a big fan of the video game *Dashing Dance DJ*. My friends and I love using it to create songs and play against each other. I wish I was older. I want to create video games like you do. I don't enjoy school, except for my computer class. Last year we learned how to make a website.

I have a question for you. How did you become such a great programmer? What should I do?

When you were a kid, did you wish you were a programmer, too?

Hope to hear from you soon,
Daniel

Hi, Daniel,

Thank you for your email. I'm very glad to hear that you and your friends enjoy *Dashing Dance DJ*. To answer your first question, I learned how to be a programmer at school. In fact, when I was your age, I didn't like school either. Then I took a computer class. I didn't enjoy it at first, but I stuck with it, and it became one of my favorite things to do.

When I was a kid, I wished I had a job. Now I wish I was retired. Try to enjoy school now. Thank you for writing, Daniel. Please write again when you create your first game.

Your friend,
Tyler Goldstein

B Read again and answer.

1. Why does Daniel write to Tyler?

- ☐ a. to ask about his favorite game
☐ b. to ask for a job
☒ c. to ask how to become a programmer

2. What does Daniel wish?

Daniel wishes he was older.

3. What did Tyler wish when he was a kid?

Tyler wished he had a job.

4. What does Tyler wish now?

Tyler wishes he was retired.

100

Speaking

A Speaking preparation 5-10 min.

- Have students look at **page 101**.
- Put students in pairs. Tell them to look at the question beginnings and work together to complete the questions. Make sure each pair of students have the same questions.
- Give students 2–3 minutes to write their questions.
- **CDM** Show students the example.
- Circulate and monitor the students providing assistance where necessary.

A Work with a partner. Think of five questions and write.

- 1 Do you wish you were _____?
- 2 Do you wish you had _____?
- 3 Do you wish _____?
- 4 Do you wish _____?
- 5 Do you wish _____?

B Write the questions from above in the chart. Then ask your classmates each question and count how many students answered "yes." Fill in the chart.

Do you wish you were creative?

Yes, I wish I was creative.

No, I don't wish I was creative.

Do you wish you had a mansion?

Yes, I wish I had a mansion.

No, I don't wish I had a mansion.

	Number of students who said "yes"									
	1	2	3	4	5	6	7	8	9	10
1.										
2.										
3.										
4.										
5.										

101

B Speaking activity. 10 min.

- Focus students' attention on the model dialog. Select two students in the class to read the lines for each of the characters. **T** "Can you read the dialog? You be Nadir, and you be Jenny."
- Next, have students copy the questions from part A into the first column in the chart in part B.
- Tell students to stand up and move around the classroom to speak to as many other students as possible. They should ask each student the five questions, and make a check mark in the chart for every student who answers yes to keep a tally.

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

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

More practice

Assign **pages 72 and 73** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 110**.

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 talk about hypothetical situations and what they would do in each situation

Vocabulary Key words 2

volunteer
paint a mural
sail around the world
shop online

donate money
apply for a job
throw parties
offer rides

Expansion Structure

- **Second conditional to talk about hypothetical situations**

If I was wealthy, I would donate money to charity.

Materials

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

Warm-up 5 min.

Tell students to look back at the completed chart in part B on **page 101**. Choose a student and ask him / her to report back on one of the questions they asked.

S "Four students wish they were creative." Repeat with several other students in the class.

Story

A 100 Listen and repeat. 5 min.

- Tell students to turn to **page 102**. Focus students' attention on the comic strip. Ask students one question about the pictures and elicit the answer.
 1. Point to Emma. **T** "Who is she?" (Emma)
 2. Point to frame 1. **T** "Where are they?" (in a library)
- Play **audio track 100**. The first time, students can just listen and follow along.
- Play the audio track a second time. Pause after each sentence and give students time to read and repeat.

CDM Show students the animated story on the screen.

100 Listen and repeat.



B Role-play the story.

C Read the story again. Then answer.

1. What does Emma wish?
 - ☐ a. she was younger
 - ☐ b. she was wealthy
 - ☒ c. she was older
2. What would Jasmine like to do?
 - ☐ a. get a driver's license
 - ☒ b. buy a mansion
 - ☐ c. finish her homework
3. Why does Emma wish she was retired?
 - ☐ a. She would be wealthy.
 - ☒ b. She wouldn't have homework.
 - ☐ c. She would have a driver's license.

102

B Role-play the story. 5 min.

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

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

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

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

CDM Show students the correct answers on the screen.

Expand

9

A 101 Listen and say.

1 volunteer **d**

2 donate money **b**

3 paint a mural **g**

4 apply for a job **e**

5 sail around the world **f**

6 throw parties **h**

7 shop online **a**

8 offer rides **c**

B 102 Listen and write the letters.

C 103 Listen. Then look at the pictures. Ask and answer.

What would you do if you were wealthy?	If I was wealthy, I would donate money to charity.
What would you do if you had a credit card?	If I had a credit card, I would shop online .

1 wealthy?

2 credit card?

3 retired?

4 mansion?

5 driver's license?

6 creative?

103

CD 103 Listen. Then look at the pictures. Ask and answer. 10 min.

- Focus the students' attention on the model dialog in part C. Play **audio track 103**.
- Split the class into two halves, A and B. Instruct group A to repeat the question aloud after you. Then have group B repeat the answer after you. Have groups switch roles and 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 question based on the prompt under each picture. 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

- What would you do if you were wealthy?
→ If I was wealthy, I would donate money to charity.
- What would you do if you had a credit card?
→ If I had a credit card, I would shop online.
- What would you do if you were retired?
→ If I was retired, I would volunteer.
- What would you do if you had a mansion?
→ If I had a mansion, I would throw parties.
- What would you do if you had a driver's license?
→ If I had a driver's license, I would offer rides.
- What would you do if you were creative?
→ If I was creative, I would paint a mural.

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 110**.

Expand

A CD 101 Listen and say. 5 min.

- Have students look at the vocabulary on **page 103**.
- Tell students to listen and repeat after the audio.
- Play **audio track 101**. Make sure the students are following along and repeating the words.

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

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

B CD 102 Listen and write the letters.

5-10 min.

- Have students take out a pencil or pen.
- Tell students they should look at the pictures in part A and write the letter they hear next to each picture.
- Play **audio track 102**. There are pauses in the audio recording to give students time to write, but you may want to pause the track to give them additional time if necessary.
- Review answers, calling on individual students. **T** "What is A?"

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

Retirement
in the USA

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.

Tell students to think of one wish. Have students stand up and find a partner. Explain that each student should tell their partner about their wish. The partner should then find out what they would do if the wish was true.

S1 "I wish I was wealthy." **S2** "What would you do if you were wealthy?" **S1** "If I was wealthy, I would buy a yacht." Encourage students to change partners often.

Connect

A CD 104 Listen and read. 10 min.

- Have students turn to **pages 104 and 105**.
- Explain that students are going to read about retirement in the USA.
- Tell students to read along silently as they listen. Play **audio track 104**.
- Play the audio track again. This time, tell students to try to read aloud as they listen.

CDM Show the animated slideshow.

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

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

C Read again. Discuss the questions.

10 min.

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



Do your grandparents work? If not, they may be retired. Retirement is an important part of adult life when a person makes the decision to leave his or her career for good. Sometimes people retire because they are ill, but most healthy people choose to retire when they are older after years of hard work.

Q What is retirement?

How do retired people get money to spend? Most people work for 40–50 years and save money from their paychecks. Sometimes the government gives financial support to senior citizens—elderly people who have reached a certain age. In the USA, people are officially senior citizens at age 65. Some companies also agree to pay a certain amount of money to their employees after they retire.

Q How do some companies help their retired employees?



104

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

CDM Show students the correct answers on the screen.

D CD 105 Listen and answer the girl's questions.

10 min.

- Have students turn to **page 106**. Explain that students will hear a grandfather and granddaughter talking about the topic they have just read.
- Tell students that during the conversation, they will hear three questions from the girl. Students need to listen to the questions carefully and circle the correct answer.
- Play **audio track 105**. There is a short pause after each question, however you may wish to pause the recording for longer to give students enough time to think about the answer.
- Note: The answers are not provided at this stage, and the conversation resumes as if the answer had been given.

E CD 106 Listen again and check your answers.

5 min.

- Play **audio track 106** for students to listen to the full conversation with answers included.
- Tell students to listen and check their answers to the questions from part D.
- Go over answers as a class.



It is important for people to start saving when they are young and find out how much they will need in retirement. How much does someone need to retire? It depends on their choices. Some people choose to travel after they retire. Other people decide to join a club or spend time with their families. If you want to travel, you will need more money when you retire than if you stay at home.

Q When should people begin to save for their retirement?

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

105



- a. when they are young b. when they are healthy **c. when they are old**
- a. 25–35 years **b. 40–50 years** c. more than 60 years
- a. the bank b. parents **c. the government**

E 106 Listen again and check your answers.

F Answer the questions with information from the reading.

When do people retire?	People retire when they are old.
What are three ways that people can get money to spend when they retire?	People save money from their paychecks. Sometimes the government gives financial support. Some companies pay money to their employees after they retire.
At what age are people considered to be senior citizens in the USA?	In the USA, people are officially senior citizens at age 65.
How much money do people need to retire?	It depends on their choices.
What are two things people might do after they retire?	Some people choose to travel after they retire. Other people decide to join a club or spend time with their families.

106

Grandpa: Natalie, I'm so glad you're spending time with me this week.

Girl: Me too, Grandpa. I'm glad you aren't so busy anymore.

Grandpa: I hope we'll get to spend a lot more time together.

Girl: Yes. What are we going to do?

Grandpa: Well, now that I'm retired, we can take a trip.

Girl: That sounds great. Mom told me a little about retirement. When do people usually retire?

Grandpa: Most people retire when they are old.

Girl: Ah, I see. So, now you won't ever go to work again?

Grandpa: Right, although some retired people do work part-time or start a business. But not me.

Girl: Will you miss going to work?

Grandpa: Oh, I suppose, sometimes. But I'll still see most of my old friends from work at our golf club.

Girl: That's good. How long do most people work before they retire?

Grandpa: 40 to 50 years.

Girl: Wow, that's a long time. How long did you work?

Grandpa: I started working right after college. I worked at the same company for 40 years.

Girl: But how do you make money now?

Grandpa: I saved some money. Also, once you reach age 65, you're considered a senior citizen and receive financial support for your years of hard work.

Girl: Where does the financial support for senior citizens come from?

Grandpa: The government.

Girl: That's a good thing to have. I wish I was retired.

Grandpa: Not quite yet, my dear. You have to work first.

P Summary 5 min.

- The summary activity can be done in class if time permits, or students can complete it for homework so they are ready to talk about it briefly during the next lesson.
 - Focus students' attention on part F at the bottom of **page 106**. Tell students to answer the questions with information from the reading.
 - Encourage students to skim over the text on **pages 104 and 105** if they have difficulty with any of the answers.
 - (Optional) Check answers as a class.
- CDM** Show students the correct answers on the screen.

More practice

Assign **page 76** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 111**.



Lesson Objectives

Students will:

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

Materials

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

Warm-up 5 min.

Put students into groups of 3 or 4. Ask them to turn to the completed summary chart on **page 106**. Without looking back at the text, students should discuss everything they can remember about the article from the previous lesson. Encourage students to take turns mentioning one point at a time.

Writing

A Read the example. Circle what each person wishes and underline what they would do if they had their wish. 5 min.

- Tell students to turn to **page 107**. Focus students' attention on the example text.
- Tell students to read the example by themselves.
- Next, tell students to re-read the text, circle what the two people wish and underline what they would do.

CDM Show students the correct answers on the screen.

B Read again and answer the questions. 5 min.

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

- A Read the example. Circle what each person wishes and underline what they would do if they had their wish.

Kaylie wishes that she was retired like her grandpa is. If she was retired, she would visit other countries and learn about different cultures. Every year, Kaylie visits a different country with her family. Last year, she visited Spain. Kaylie also wishes she had a mansion. If she had a mansion, she would throw big parties for her friends.

Jeremy wishes that he was wealthy. If he was wealthy, he would donate money to charity. He would give lots of money to a charity that helps children with special needs. Jeremy also wishes he had a driver's license. If he had a driver's license, he would offer rides to his friends. He would drive them all around the country.

- B Read again and answer the questions.

1. What does Kaylie wish she had?
2. What would Jeremy do if he was wealthy?

- C Ask two classmates the questions and write their answers.

Classmate 1	1. What do you wish you were?	<u>I wish I was wealthy.</u>
	2. What would you do if you were ... ?	<u>If I was wealthy, I would visit other countries.</u>
	3. What do you wish you had?	<u>I wish I had a spaceship.</u>
	4. What would you do if you had ... ?	<u>If I had a spaceship, I would travel to space.</u>
Classmate 2	1. What do you wish you were?	<u>I wish I was older.</u>
	2. What would you do if you were ... ?	<u>If I was older, I would have a job.</u>
	3. What do you wish you had?	<u>I wish I had a dog.</u>
	4. What would you do if you had ... ?	<u>If I had a dog, I would walk the dog.</u>

107

Review 10-15 min.

- Have students turn to **page 99**.
- Direct students' attention to the pictures on **page 99**.
T "Look at the pictures." Call out a letter from a-h and ask students to say the word together, based on their answers from lesson 1. **T** "A. What is the word?"
- Repeat by calling on individual students, saying a letter, and asking students to say the word.
- Direct students to part E on **page 99**.
- Put students in pairs and have them practice making sentences by reading the sentences in the box.
T "Student A, you are Li. Make a sentence."
- Have students look at the pictures on **page 99** and continue to ask questions about the key vocabulary.
- Next, have students turn to **page 103**.
- Tell students to look at the vocabulary in part A.
- Call out a number from 1-8 and ask individual students to say the word. **T** "One. Kevin, what is the word?"
- Repeat with a different student for all eight words.
- Direct students to part C.
- Put students in pairs and assign one student to be Student A and the other student to be Student B. Tell A to make a question based on picture 1. **T** "Student A, make a question for picture number one. Student B, respond."
- Then Student B makes a question for picture 2. **T** "Now Student B make a question for picture number two."
- Students continue alternating until they have talked about all the pictures.

Writing preparation 10-15 min.

- Focus students' attention on the writing preparation section at the bottom of **page 107**.
- Tell students to find a classmate, read the questions, and write their partner's answers in the first chart.
- Then have students find a second classmate and repeat by filling in the second chart.
- Explain that students don't need to write full sentences and that words or phrases are enough at this stage.
- Circulate and monitor the students, providing assistance where necessary.

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

Unit wrap-up 5 min.

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

I can sentences:

Speaking

1. I can talk about what I wish I was, and what I wish I had.
2. I can say what people wish they were, and what they wish they had.
3. I can ask and answer questions about what I would do in an imaginary situation.

Listening

4. I can understand when someone asks what I wish I was or wish I had.
5. I can understand when someone asks a question about what I would do in an imaginary situation.

Reading

6. I can read and understand short passages about what someone would do in an imaginary situation.

Writing

7. I can write a few sentences telling what I would do in an imaginary situation.

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

Peter wishes he was wealthy. He said that if he was wealthy, he would visit other countries. He also wishes he had a spaceship. If he had a spaceship, he would travel to space.

Tina wishes she was older. She said that if she was older, she would have a job. She also said that she wished she had a dog. If she had a dog, she would walk her dog.

More practice

Assign **page 77** of the **Workbook** as homework for more practice. Alternatively, if time remains, students can start on the Workbook in class. Workbook answers are on **page 111**.

A Write the words. 10 min.

- Tell students to open their Student Book to **page 108**.
- Have students look at the clues underneath the puzzle.
- Point to clue 1 and ask students what it is (yacht). Write the word *yacht* on the board. Tell students to fill in the squares for number 1 on the puzzle.
- Tell students to look at the rest of the clues and fill in the rest of the squares.
- Encourage students to look back over units 7–9 to help with finding the answers and correct spelling.
- Once students have written the 8 words in the puzzle, tell them to look at the shaded squares to find the secret word and write it at the bottom of the puzzle.

B 107 Listen. Then circle. 5 min.

- Tell students they will listen to two children talking. The first time, students should just listen.
- Play **audio track 107**.

Girl: Hello. Can I ask you a few questions?

Boy: Why do you want to ask me some questions?

Girl: I have to do a project for school about how people help the community.

Boy: Sounds like a good project. What do you want to know?

Girl: How long have you been a volunteer?

Boy: Let's see, about five years at the local shelter.

Girl: You visit elderly people too, don't you?

Boy: Yes, that's right, and I get people to donate clothes to help the homeless and organize food drives, too.

Girl: I spoke to a girl at the shelter. She said that she cleaned up beaches every summer with her family, too.

Boy: I wish I had a driver's license so I could go and clean beaches.

Girl: Do any of your friends help you?

Boy: My best friend helps when he can, but he spends most of his time as a volunteer at an animal shelter.

Girl: You make me feel bad.

Boy: Have you ever helped someone or done volunteering work in your spare time?

Girl: No, but I've just helped an elderly lady cross the road, but that's not enough.

Boy: Well it's never too late to start.

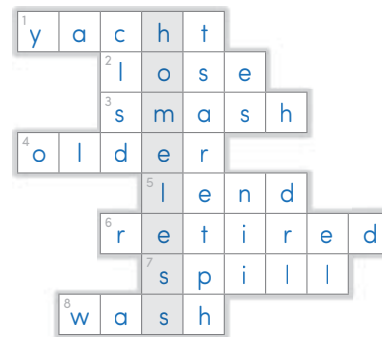
Girl: One more question. What would you do if you were wealthy?

Boy: If I was wealthy, I would donate money to charity and help more people.

Girl: Two more questions.

Boy: You said that you had one more question before.

A Write the words.



What is the secret word? homeless



108

Girl: I know, I know. These are different kinds of questions. What are you doing now?

Boy: I'm going to visit all the wealthy mansions and ask people to donate some money.

Girl: Can I come with you? I wish I'd realized before how much we can help.

Boy: Sure, you can collect the money. Come on, it's a long walk.

- Next, read the four questions on **page 109**. Then point to the two answer choices for each question (a and b), and ask students to say what they can see.
- Make sure each student has something to write with. Tell the students they are going to listen to the children talking again. This time, students should circle the correct answer choice.
- Play **track 107** again. If students struggle to keep up, pause the track after each answer is mentioned.
- Review answers as a class. Read the question and call on different students to provide the answers.
- (Optional) Play **track 107** one more time to give students a chance to listen for any answers they may have missed the first time.

B Listen. Then circle.

1. What does the boy do?



2. What does the boy wish he had?



3. Where does the boy's friend volunteer?



4. What would the boy do if he was wealthy?



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

1. She said that she hold bake sales.
2. I have just trip over a cat.
3. They wish they are older.
4. He say that he had changed a tire last night.
5. We have had a pet for 2009.
6. What will you do if you were retired?

heldtrippedweresaidsincewould

109

D Read the sentences. Choose the correct words and write them on the lines. There is one example.

lose	shovel snow	paint a mural	creative	offer rides
volunteer	carry bags	spill	older	apartment
smash	retired	mansion	fix	donate

1. You don't have something because you don't know where it is. lose
2. You offer to do this when someone has a lot of shopping, especially older people. carry bags
3. You hear a loud noise when this happens and see lots of small pieces. smash
4. People who live in this kind of house are usually very wealthy. mansion
5. You say this about a person because they have original ideas. creative
6. You can live in this. It has various rooms on one floor. apartment
7. You do this when you help other people without getting any money for it. volunteer
8. You do this when something breaks down, such as your computer. fix
9. People who don't work anymore, usually because of their age. retired
10. People do this when the weather is bad. It happens a lot in winter in some places. shovel snow

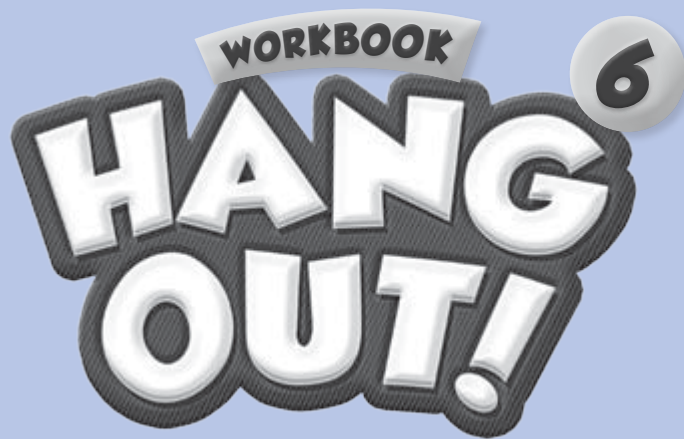
110

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

- Focus students' attention on part C on page 109.
- Read each sentence or question out loud. Tell students that there is a mistake in each one.
- Ask students to identify the mistake in item 1 (hold) and to circle it. Then have students write the correct word on the blank space (held).
- Now tell students to read each sentence / question by themselves, circle the mistake, and write the correct word on the blank space.
- Monitor and provide assistance if necessary.
- Give students 2–3 minutes to complete the activity.
- Go over answers as a class. Starting with sentence 2, choose a student and ask him / her to read out the corrected sentence for each item. Make sure all students have circled the mistake.

D Read the sentences. Choose the correct words and write them on the lines. There is one example.

- Have students look at page 110.
- Next, read sentence 1. **T** "You don't have something because you don't know where it is." Tell students to look at the words at the top of the page and choose the best one (lose).
- Now tell students to read the remaining sentences by themselves and to write the correct word next to each sentence.
- Monitor and provide assistance to students if necessary.
- Go over answers as a class. Starting with sentence 2, read the sentence and then ask a student what the correct word is.



Answer Key

Welcome

- A. 1. d 2. a 3. e 4. b 5. c
- B. 1. 2012 2. 1788 3. 1264
4. 1972 5. 1721 6. 2004
- C. a. Nineteen fifty three
b. Twenty ten
c. Seventeen thirteen
d. Twenty nineteen
- D. 1. once a week
2. Four times a week
3. Watch TV
4. Chat online
5. Twice a day
- E. (answers will vary)
- F. 1. Tuesday, 8 2. Friday, 11
3. Wednesday, 9 4. Sunday, 13
5. Friday, 4 6. Monday, 14
- G. How often do you go swimming?
I go swimming three times a month.
When did you go swimming last?
I went swimming last week.
I started in 2013.

Unit 1 Our Environment

- A. 1. pollution
2. litter
3. endangered animal
4. noise
5. garbage cans
6. traffic jam
7. green areas
8. clean air
- B. 1. pollution
2. green areas
3. endangered animals
4. noise
5. garbage cans
6. traffic jams
7. clean air
8. litter
- C. 1. Yes 2. No
3. No 4. Yes
- D. 1. not enough
2. There is
3. too much
4. garbage cans
5. too much
6. too many

Listening

- A. 1. too many 2. not enough
3. too much 4. not enough
5. too much 6. too many
- B. 1. No 2. Yes
3. Yes 4. No
5. Yes 6. Yes

Writing

- A. 1. are 2. much
3. too many 4. not enough
5. is
- B. (answers will vary)

Vocabulary

- A. **Across** 2. campaign
5. trees
7. transportation
8. bikes
- Down** 1. recycle
3. meeting
4. litter
6. letter

Speaking

- A. 1. c 2. a 3. e 4. b 5. f 6. d

Connect

- B. 1. c 2. a 3. b
- C. 1. Caribbean Sea 2. warm
3. too many 4. more slowly

Reading & Writing

- A. 1. Pollution
2. clean air
3. traffic jams
4. ride bikes
5. take public transportation
6. endangered animals
7. green areas
8. plant trees
9. write letters

- B. a. China's Environmental Problems

Unit 2 The Future

- A. 1. space elevator
2. jetpack
3. moon
4. underwater
5. planet
6. flying car
7. rocket
8. space

- B.** 1. space elevator
2. planets
3. flying car
4. underwater
5. rockets
6. space
7. moon
8. jetpack

- C.** 1. c
3. d
2. a
4. b

- D.** 1. will
3. use
2. travel
4. travel

Listening

- A.** 1. a
3. b
2. a
4. b

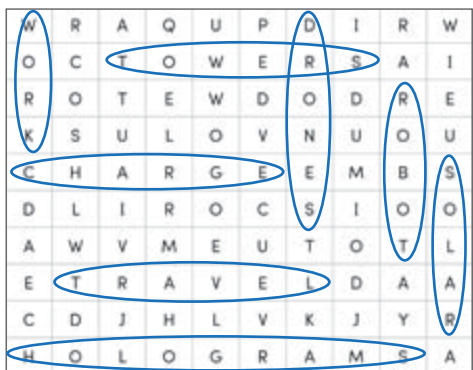
- B.** 1. b
3. a
2. a
4. c

Writing

- A.** 1. different planets
2. ride in rockets
3. we live
4. ride flying cars
5. they will

Vocabulary

- A.** 1. towers
2. drones
3. holograms
4. charge
5. robot
6. work
7. travel
8. solar



Speaking

- A.** 1. Yes, we will.
2. holograms
3. in the future
4. in the future
5. No, we won't.

B. (answers will vary)

Connect

- B.** 1. Honda
2. \$150,000 a month
3. play with ASIMO

C. 1. Yes
3. Yes
2. No
4. No

Reading & Writing

- A.** 1. space
2. planet
3. ride a rocket
4. flying car
5. tower
6. solar power
7. recycles
8. plant
9. plays with robots

B. c. An Astronaut's Life on Mars

Unit 3 Great Ideas from the Past

- A.** 1. seat belt
2. cement
3. light bulb
4. elevator
5. telephone
6. thermometer
7. microscope
8. compass

B. 1. compass
2. elevator
3. microscope
4. thermometer
5. seat belt
6. cement
7. telephone
8. light bulb

C. 1. True
3. True
2. False
4. False

D. 1. telephone
3. was
5. in
2. invented
4. by

Listening

- A.** 1. No
3. No
5. Yes
2. No
4. Yes
6. No

B. 1. c
2. a
3. b

Writing

- A. 1. Wright
2. invented
3. was
4. was
5. was invented

Vocabulary

- A. 1. Eiffel Tower
2. X-ray
3. Taj Mahal
4. Empire State Building
5. Golden Gate Bridge
6. Oxygen
7. Pluto
8. Gravity

- Q. Who at the family dinner?
A. It was eaten by Max the dog.

Speaking

- A. 1. It was discovered in 1930.
2. It was discovered in 1772.
3. When was the X-ray discovered?
4. It was built in 1937.
5. When was the Taj Mahal built?
6. It was built in 1931.

Connect

- B. 1. c 2. a 3. b
- C. 1. No 2. Yes 3. Yes

Reading & Writing

- A. 1. Eiffel Tower
2. Taj Mahal
3. built
4. telephone
5. compass
6. light bulb
7. invented
8. oxygen
9. discovered

- B. b. Many Great Inventions

- B. 1. tie a race
2. long jump / win a prize
3. run a marathon
4. lose an event
5. hurdles

- C. 1. No 2. Yes
3. Yes 4. No

- D. 1. have
2. competed
3. lost
4. has
5. has

Listening

- A. 1. Tara's school had a long jump competition.
2. Ethan won the competition.
3. Ethan jumped 12 feet, 8 inches.
4. Tara and Sunny tied.
5. Tara wants to have a hurdles competition next year.
6. Tara has never lost a race.

- B. 1. competed in
2. won
3. won
4. never tied
5. has run

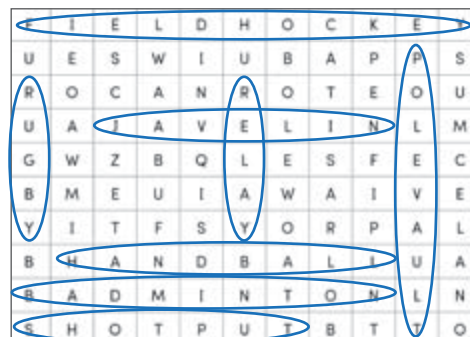
Writing

- A. 1. he hasn't
2. lost a race
3. won a prize
4. he has
5. competed in a marathon

- B. (answers will vary)

Vocabulary

- A. 1. shot put
2. field hockey
3. javelin
4. pole vault
5. relay
6. handball
7. badminton
8. rugby



Unit 4 A School Competition

- A. 1. high jump
2. long jump
3. lose an event
4. competition
5. hurdles
6. run a marathon
7. tie a race
8. win a prize

Speaking

- A. 1. competed
2. have competed
3. have
4. played
5. Have
6. three

Connect

- B. 1. ten
2. 1,500 meters
3. throw

Reading & Writing

- A. 1. took part
2. relay
3. ran the hurdles
4. tied the race
5. badminton
6. once
7. handball
8. won a prize

- B. c. School Sports

Unit 5 What a Vacation!

- A. 1. ride a ferry
2. stay at a campsite
3. fly in a jet
4. take public transportation
5. comfortable
6. take a cab
7. stay at a resort
8. enjoyable
- B. 1. take public transportation
2. stay at a campsite / stay at a resort
3. comfortable
4. enjoyable
- C. 1. stay at a campsite
2. take public transportation
3. stay at a resort
- D. 1. more enjoyable
2. more enjoyable
3. staying
4. Flying
5. more comfortable
6. staying

Listening

- A. 1. more comfortable
2. more convenient
3. more enjoyable
4. more convenient
5. more comfortable
6. more enjoyable
- B. 1. Yes 2. No
3. No 4. Yes
5. Yes 6. No

Writing

- A. 1. more interesting
2. staying
3. visiting
4. taking
5. more interesting
- B. (answers will vary)

Vocabulary

- A. 1. ruins
2. dangerous
3. cliff diving
4. windsurfing
5. amazing
6. snorkeling
7. lightning
8. whale watching

Q. What do they want to do on vacation?

- A. They want to go skiing.

Speaking

- A. 1. No, going whale watching is not as amazing as watching lightning.
2. No, going snorkeling is not as dangerous as going cliff diving.
3. Yes, visiting ruins is as amazing as going windsurfing.
4. Yes, going windsurfing is as dangerous as going snorkeling.

- B. (answers will vary)

Connect

- B. 1. No 2. Yes
3. Yes 4. No

Reading & Writing

- A. 1. fly in a jet 2. take a cab
3. comfortable 4. go snorkeling
5. go cliff diving 6. dangerous
7. visit ruins 8. ride a ferry
9. enjoyable

- B. b. Desiree's Big Trip

Unit 6 An Exciting Basketball Game

- A. 1. discuss
2. warm up
3. take a break
4. celebrate
5. receive a trophy
6. interview
7. cheer
8. film
- B. 1. interview
2. discuss
3. warm up
4. take a break
5. cheer
6. film
- C. 1. Yes 2. No
3. Yes 4. No
- D. 1. were
2. was celebrating
3. was filming
4. were receiving
5. taking a break
6. cheering

Listening

- A. 1. 4 p.m.
2. 3 p.m.
3. 4:30 p.m.
4. 3:45 p.m.
5. 3:15 p.m.
6. 3:45 p.m.
- B. 1. warming up
2. 3:15
3. father
4. cheering
5. taking a break
6. 4:30 p.m.

Writing

- A. 1. were
2. warming up
3. were
4. was
5. was doing
- B. (answers will vary)

Vocabulary

- A. Across 3. player
4. crowd
5. slip
6. scream
7. whistle
- Down 1. clap
2. referee
4. coach

Speaking

- A. 1. running
2. screamed
3. clapped
4. was winning
5. blew
6. slipped

Connect

- B. 1. No 2. Yes 3. No 4. Yes

Reading & Writing

- A. 1. warm up
2. coach
3. referee
4. slipped
5. cheering
6. filming
7. celebrated
8. received a trophy
- B. b. An Important Game

Unit 7 Helping the Community

- A. 1. donate clothes
2. bake sales
3. animal shelter
4. organize food drives
5. clean up
6. homeless
7. collect money
8. elderly people
- B. 1. bake sales
2. animal shelter
3. homeless
4. collect money
5. clean up
6. elderly people
- C. 1. Yes 2. No
3. No 4. Yes
5. No 6. Yes
7. Yes 8. No

- D. 1. donated
3. said
5. helped
7. said
2. clean up
4. collected
6. volunteered

Listening

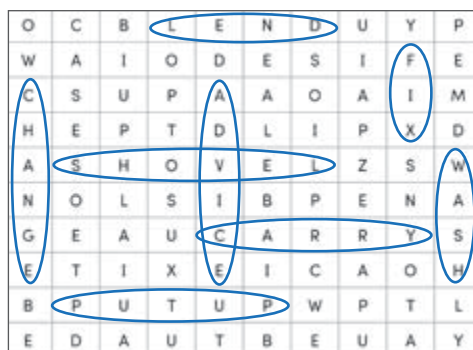
- A. 1. Yes
3. Yes
5. Yes
2. No
4. No
- B. a. Fiona
c. Keith
e. Regina
- b. Arnold
d. Heather
f. Blake

Writing

- A. 1. I hold bake sales.
2. She said that she visited elderly people.
3. They said that they helped the homeless.
4. My father said that he donated clothes.
- B. 1. She said that she cleaned up beaches.
2. He said that he collected money.
3. They said that they held bake sales.
4. She said that she organized food drives.
5. He said that he donated clothes.

Vocabulary

- A. 1. fix
2. put up
3. change
4. lend
5. advice
6. shovel
7. wash
8. carry



Speaking

- A. 1. He said that he had shoveled snow last winter.
2. She said that she had given advice yesterday.
3. He said that he had washed a car last weekend.
4. She said that she had lent her friend a book last week.
5. He said that he had fixed a computer two days ago.
6. She said that she had changed a tire last night.
- B. (answers will vary)

Connect

- B. 1. No
3. Yes
2. Yes
4. No

Reading & Writing

- A. 1. volunteers
2. homeless
3. food drives
4. elderly people
5. fixed
6. tire
7. shovel
8. carry

- B. b. My Helpful Cousin

Unit 8 An Accident-filled Party

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

- B. 1. find
2. dropped
3. knock over
4. trip
5. break
6. smashed

- C. 1. No
3. Yes
2. Yes
4. Yes

- D. 1. have
2. knocked over
3. tripped
4. broke
5. have
6. found
7. smashed
8. dropped

Listening

- A. 1. b
2. a
3. a
4. a
5. b
- B. 1. a
2. b
3. b
4. a

Writing

- A. 1. I lost my wallet.
2. He has just knocked over a vase.
3. She dropped her ice cream.
4. They have just tripped.

- B. 1. He has just spilled milk on the floor.
 2. They smashed a window yesterday.
 3. He has just broken a pencil.
 4. She has just lost her keys.

Vocabulary

- A. Across 4. English
 5. apartment
 7. novels
 8. diet

- Down 1. badminton
 2. violin
 3. best friend
 6. pet

Speaking

- A. 1. for
 2. since
 3. have
 4. How long
 5. have had
 6. known

- B. (answers will vary)

Connect

- B. 1. New York
 2. 2004
 3. chickens
 4. feed the animals

Reading & Writing

- A. 1. lived in my apartment
 2. tripped
 3. spilled
 4. dropped
 5. had a pet
 6. broke
 7. been on a diet
 8. found

- B. a. A Messy Apartment

- B. 1. older
 2. wealthy
 3. retired
 4. mansion
 5. driver's license
 6. credit card

- C. 1. creative
 2. credit card
 3. mansion
 4. retired

- D. 1. He wishes he had a mansion.
 2. She wishes she was creative.
 3. They wish they had a yacht.
 4. They wish they were older.
 5. I wish I was wealthy.

Listening

- A. 1. d. credit card
 2. a. yacht
 3. e. driver's license
 4. c. older
 5. b. wealthy

- B. 1. Yes 2. No
 3. Yes 4. No
 5. Yes

Writing

- A. 1. had
 2. wish
 3. were
 4. was
 5. wish
 6. Do

- B. (answers will vary)

Vocabulary

- A. 1. shop online
 2. throw parties
 3. volunteer
 4. sail around
 5. offer rides
 6. apply (for a) job
 7. donate money
 8. paint (a) mural

Q. What does it wish?

A. It wishes it had some meat.

Speaking

- A. 1. would
 2. had
 3. was
 4. would
 5. had
 6. were

Unit 9 I Wish I Was . . .

- A. 1. older
 2. mansion
 3. creative
 4. yacht
 5. credit card
 6. wealthy
 7. retired
 8. driver's license

B. (answers will vary)

Connect

B. 1. Yes 2. No
3. Yes 4. No

C. 1. A catamaran
2. A sport fisher
3. A mega-yacht

Reading & Writing

A. 1. creative
2. driver's license
3. offer rides
4. volunteer
5. shop online
6. credit card
7. yachts
8. sail around the world
9. wealthy

B. a. Three Kids' Wishes

