

HANG OUT! PLUS

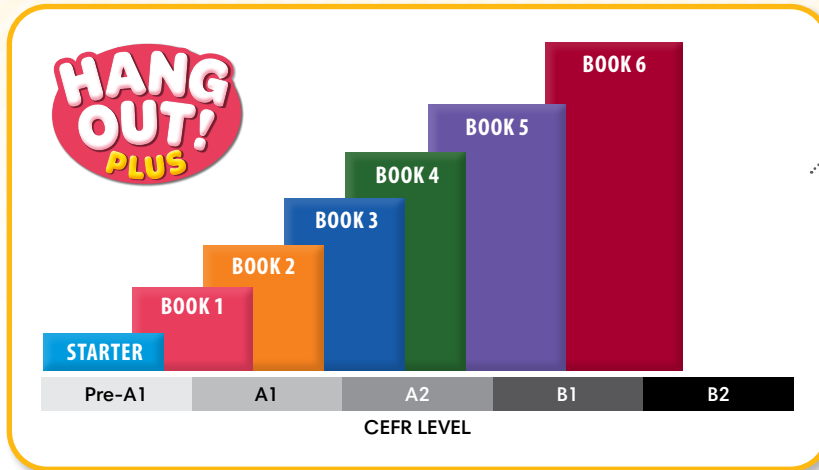
SAMPLER BOOK

CEFR
ALIGNED



Course Features

- **New** design and illustration
- **New** animated comics and stories
- **New** projects, crafts, and games
- **New** grammar and writing practice
- Enhanced CLIL activities
- Enhanced songs and chants
- Free downloadable teacher's resources



HANG OUT! PLUS takes students gradually from CEFR pre-A1 to entry B2 level.

Meet the Kemp Family



HANG OUT!

PLUS

STUDENT BOOK

UNIT 7 Daily Activities

A Listen and say. Then, watch.

B Look and listen. Then, watch.

C Listen and point at the picture.

1 Sing a song. Turn to page 146.

2 Look at the picture. Ask and answer.

What is Brian doing? He is reading.

What are Mom and Dad doing? They are watching TV.

3 Talking about what someone is doing at the moment
Talking where people are in a house

4 What is your family doing?

5 Explain! Imagine it is Sunday. Think about your family. What is everyone doing?

Vocabulary set 1 and core structure

Song

A Listen and sing. Then, circle and match.

- Steven is playing soccer / watching TV.
- Clara is reading a book / playing soccer.
- Emma is eating dinner / studying French.
- Alex is eating dinner / studying French.
- Brian is reading a book / studying French.

Reading

A Read and answer.

Dear diary,

Emma is in the living room. She is watching TV.

Mom and Dad are in the kitchen. They are eating dinner.

They are happy and excited. I am just in my bedroom. I'm so bored.

Alex

What are they doing? Circle and write.

- Emma is / @ _____ to music.
- Brian is / @ _____ a book.
- Steven and Clara is / @ _____ TV.
- Alex's friends is / @ _____ soccer.

Speaking

A Circle three people in the picture below.

B What is everyone doing? Ask and answer.

What is Emma doing? She is eating lunch.

Song, reading, and speaking

Story

A Listen and repeat. Then, watch.

OK, let's go! Where's Brian? Brian, put on your shoes! Let's go!

He's in his bedroom. He's reading.

OK, Mom.

Now, where is Dad? Dad, hurry up! Hurry up, Alex! Hurry up, Brian!

Get dressed.

B Role-play the story.

C Read the story again. Then, answer.

- Who is in the living room? Alex, Brian
- Who is in the bedroom? Clara, Brian

Expand!

A Listen and say.

bedroom living room dining room kitchen
backyard garage bathroom hall

B Listen and draw.

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

Where is Liz? She's in the living room.
What's she doing? She's watching TV.

Clara is in the living room. She is reading a book.
Where is Tom? He is in the kitchen. He is eating dinner.

D Check. Turn to page 146.

5 Think about your friends. Where do they hang out? Draw a picture.

Vocabulary set 2 and expansion structure

Grammar

A Present Progressive with Information Questions

What is Emma doing? She is eating lunch.
What are Mom and Dad doing? They are watching TV.

B Look, read, and write.

What is Emily doing? She is _____ (study).

What are Kevin and Rachel doing? They are _____ (play soccer).

What is Jack doing? He is _____ (exercise).

C Present Progressive with Prepositional Phrases

Where is Liz? She is in the living room.
Where are Brian and Alex? They are in the backyard.

D Look, read, and write.

_____ (She / bedroom)

_____ (They / backyard)

_____ (He / living room)

_____ (She / _____)

Phonics

A Listen, point, and say.

long i light pin

B Say the words. Circle the words with the long / sound.

dining room living room exercise listen

Writing

A Imagine it's after dinner. Where are your family members? What are they doing? Fill in the chart!

Who	Where in the house?	Doing what?
My _____	is in the _____	_____
My _____	is in the _____	_____
My _____	is in the _____	_____

B Write the information in A into one sentence.

- My father is reading in the bedroom.
- _____
- _____

Grammar, phonics, and writing

CLIL: Science

ROBOTS AND COMPUTERS

A Listen and read.

Many people have computers in their houses. Computers can do many things!

Somuel has a special computer in his bedroom. He talks to it. It helps him when he is studying math. He says, "What's the plus sign?" The computer says, "Four."

Natalie has a robot in her house. The robot cleans the living room. It cleans the hall and the dining room, too. Natalie doesn't have to clean. She is playing video games.

My teacher's name is Mr. Miller. He has a special computer in his kitchen. It talks to his cell phone. He uses it at the supermarket. His cell phone talks him. "You don't have fruit." It also tells him, "You don't have milk." My teacher's computer is very smart!

B Answer the questions. Circle.

- Where is Somuel's computer?
 - in the kitchen
 - in the living room
 - in the bedroom
- What is Natalie doing?
 - cleaning the living room
 - playing video games
 - cleaning the dining room

C Listen and circle. Then, answer the questions.

- Samuel studies / plays with his computer. Is he right? Yes No
- Natalie's robot cleans the living room / bathroom. Is she right? Yes No
- Mr. Miller's special computer talks to his cell phone / students. Is he right? Yes No

D What does Natalie's robot do? Circle and say.

talk clean cook dance

CLIL reading and comprehension

My House Project

A Look and make.

- Draw lines.
- Cut out the windows.
- Glue.
- Color and color.
- Glue.
- Open and close.

B Share.

What is your sister doing? She is studying.

Charades

C Look and play.

He is acting!

Good! One point for Team 1.

Project (craft and game)

WORKBOOK

UNIT 7 Daily Activities

A Read and trace the words.

_____ soccer _____ tennis _____
 _____ the computer _____ TV _____

B Read and write.

1. What is Emma doing?
She is _____ soccer.
2. What is Brian doing?
He is _____ a book.
3. What are you doing, Alex?
I am _____ French.
4. What is Lisa doing?
She is _____ a snack.
5. Claire and Steven are in the living room. What are they doing?
They are _____ TV.

C Listen and check.

Emma
 playing soccer
 using a computer

Brian
 listening to music
 reading a book

Alex
 studying French
 watching TV

Lisa
 exercising
 eating a snack

D Read and match.

1. He's eating a snack.
2. She's exercising.
3. They're studying.
4. They're watching TV.

Additional practice of vocabulary set 1 and core structures

Listening

A Listen and circle.

- 1.
- 2.
- 3.

B Listen and write.

1. John _____ the computer.
2. Mina _____ math.
3. Adam and James are in the park. They _____ soccer.

C Listen again and write their names.

Writing

A Look, circle, and write.

1. What is / are Alex and Eric doing?
They _____.
2. What is / are Alex doing?
He _____.
3. What is / are Brian doing?
He _____.

B Listen and write.

Hi, Emma. What are you _____?
 Hi, Alex. I'm _____ to music.
 What are _____ doing?
 I'm _____ French.
 Ah, OK. What _____ William and Liz _____?
 They're _____.

Additional practice through listening and writing activities

Vocabulary

A Look and find.

U	I	P	O	L	A	T	H	H	W	Q
D	B	E	D	R	O	O	M	E	R	K
I	D	F	O	Y	N	X	I	C	B	M
N	B	A	T	H	R	O	O	M	E	Z
I	O	I	T	C	H	E	D	H		
N	O	B	B	A	C	K	Y	A	R	D
G	M	C	S	L	A	W	E	T	O	O
R	L	I	V	I	N	G	R	O	O	M
O	M	T	N	G	A	R	A	G	E	K
O	V	A	R	J	K	T	F	A	L	M
M	H	A	L	L	E	F	S	C	S	U

B Listen and circle. Then, say.

1. Where is he?
He's in the garage / living room.
2. What is he doing?
He's using the computer / listening to music.
3. Where is she?
She's in the kitchen / backyard.
4. What is she doing?
She's reading / eating lunch.

C Look and answer the questions using in.

Where is Ben?
He _____.

Where is Sarah?
She _____.

Where are Lisa and Max?
They _____.

Where are Jon and Mary?
Jon _____.
Mary _____.

Additional practice of vocabulary set 2, speaking, and grammar activities

My Day

A Listen. Number the pictures in order.

B Listen again and check.

1. It is morning. Peter is exercising. Yes No
2. Peter is studying at school.
3. Peter is eating breakfast in the kitchen.
4. Peter is watching TV in his bedroom.

C Listen again. Write the activity.

in the kitchen
 in the living room
 at school
 in the bedroom

Phonics

A Listen, say, and write.

s _____ to b _____ he p _____ e exercise _____

B Circle the long / words.

long | words

Start _____ bike light dining room exercise

Finish _____ living room pen kite listen

C Read aloud. Then, color the picture.

1. I ride my bike in the afternoon.
2. I like to fly my green kite.
3. We are in the dining room eating pie.
4. I'm exercising in the hall.

For the portfolio, see page 92.

CLIL expansion activities

Phonics

Unit 1 Check-Up

Check the words you know.

School things

<input type="checkbox"/> backpack	<input type="checkbox"/> pencil	<input type="checkbox"/> pen	<input type="checkbox"/> eraser
<input type="checkbox"/> lunchbox	<input type="checkbox"/> textbook	<input type="checkbox"/> crayon	<input type="checkbox"/> pencil case
<input type="checkbox"/> pencil sharpener	<input type="checkbox"/> glue stick	<input type="checkbox"/> ruler	<input type="checkbox"/> paintbrush
<input type="checkbox"/> marker	<input type="checkbox"/> notebook	<input type="checkbox"/> tape	<input type="checkbox"/> stapler

Read and check what you can do.

Speaking

I can name things at school.
 I can say what I have and what I don't have.

Listening

I can understand when someone talks about school things.
 I can understand when people say what they have.

Reading

I can read and understand short passages about school things.

Writing

I can write a few sentences describing the things I have in my backpack.

Phonics

I can make the long / sound.

Unit 2 My Toys

Look at page 29 in your student book. In the list below, underline the toys you have. Circle your favorite toy(s).

elephant doll	cards	jump rope	video game
soccer ball	puzzle	blocks	airplane
bike	baseball glove	board game	rollerblades
	skateboard	kite	hula hoop

Draw a toy box with toys inside. Color it.

Write about the toys in the toy box.

Look in the toy box. It is a / an _____
 They are _____
 There is also _____
 My favorite toy(s) is / are _____

Portfolio page

Check up

Starter

Scope and Sequence

Unit	Title	Learning Points	Vocabulary
1	School	<ul style="list-style-type: none"> Things for school Asking and answering about what something is 	School: backpack, book, chair, classroom, crayon, desk, eraser, paper, pen, pencil, ruler, school
2	Family	<ul style="list-style-type: none"> Members of a family Talking about your family and their appearances 	Family and friends: brother, dad, family, friend, mom, sister Appearance: big, old, short, small, tall, young
3	Toy Store	<ul style="list-style-type: none"> Toys and gifts Asking and answering about what something is 	Toys and gifts: ball, balloons, boat, box, car, dolls, gift, planes, robots, top, toy, trains
4	Shapes and Colors	<ul style="list-style-type: none"> Shapes and colors Talking about what shape or color something is 	Shapes: circle, rectangle, shape, square, star, triangle Colors: brown, color, green, pink, red, white
5	The Playground	<ul style="list-style-type: none"> Things at the playground Talking about locations 	Playground things: flower, jungle gym, playground, sandbox, seesaw, slide, swing, tree, wall Prepositions of place: in, near, on
6	Our Face and Body	<ul style="list-style-type: none"> Face and body part Talking times and days 	Face: ear, eye, face, mouth, nose, tooth Body: arm, body, foot, hand, leg, neck
7	Food	<ul style="list-style-type: none"> Fruits and snack foods Talking about what you like or want to eat 	Fruits: apple, banana, fruit, grapes, orange, pear Snack foods: burger, cookie, fries, ice cream, potato, pizza
8	Sports Day	<ul style="list-style-type: none"> Actions and sports Talking about things you can or can't do 	Actions: catch, jump, play, run, swim, throw Sports: badminton, baseball, basketball, hockey, soccer, tennis
9	At the Zoo	<ul style="list-style-type: none"> Animals at the zoo Talking about what you see at the zoo 	Animals: crocodile, elephant, frog, giraffe, goat, hippo, lion, lizard, monkey, tiger, turtle, zebra
10	Time	<ul style="list-style-type: none"> Times of the day Telling times and days 	Time: breakfast, lunch, dinner, time, eleven, twelve Days of the Week: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

WELCOME

Characters: Ben, Emma, Jenny, Nick, Snowball, Peanut

Greetings: Good morning, Good afternoon, Good evening

Numbers: 1 to 10

Alphabet: Aa to Zz



Structures	CLIL	Phonics	Project
<ul style="list-style-type: none"> Demonstrative pronouns (this, that) What is this? This is my pencil. Possessive adjectives This is my crayon. / That is your backpack. 	<p>Social Studies: I Like School!</p>	<p>Aa-Cc Aa: apple, ant Bb: ball, bear Cc: car, cat</p>	Pencil Cup
<ul style="list-style-type: none"> Subject pronouns (he, she) He is tall. / She is small. Simple present (be) with yes/no questions Is he tall? Yes, he is. / No, he isn't. Simple present (be) with information questions Who is he? He is my dad. 	<p>Social Studies: I Love My Brother!</p>	<p>Dd-Ff Dd: duck, door Ee: elephant, egg Ff: frog, fish</p>	Finger Puppets
<ul style="list-style-type: none"> Simple present (be) with yes/no questions Is it a top? Yes, it is. / No, it isn't. (It's a boat.) Singular and plural nouns It's a balloon. / They are cars. Subject pronouns (it, they) Is it a balloon? / Are they cars? 	<p>Social Studies: Look at My Room</p>	<p>Gg-Ii Gg: goat, gorilla Hh: hippo, hat Ii: iguana, igloo</p>	Paper Plane
<ul style="list-style-type: none"> Simple present (be) with information questions What shape is it? It's a square. What color is it? It is yellow. Let's... Let's draw a picture! 	<p>Science: Cloud Shapes</p>	<p>Jj-Ll Jj: jump, jet Kk: king, kite Ll: lion, lemon</p>	Shape Ice Cream
<ul style="list-style-type: none"> Simple present (be) with information questions What is it? It's a swing. Simple present with prepositions of place (at, in, on, near) Where is Emma? She's on the jungle gym. 	<p>Social Studies: At the Playground</p>	<p>Mm-Oo Mm: mom, mouse Nn: nine, nut Oo: ox, ostrich</p>	Playground
<ul style="list-style-type: none"> Simple present (have) and expressing agreement I have a nose. So do I! / She has two eyes. So do I! Simple present (have) with information questions How many hands does he have? He has two hands. 	<p>Science: I Love My Body!</p>	<p>Pp-Rr Pp: pen, panda Qq: queen, quilt Rr: robot, ring</p>	Waving Hand
<ul style="list-style-type: none"> Simple present (like) with yes/no questions Do you like apples? Yes, I like apples. / No, I don't like apples. Simple present (want) with information questions (a, an, some) What do you want? I want some fries. 	<p>Social Studies: Please and Thank You</p>	<p>Ss-Uu Ss: sister, sun Tt: ten, tiger Uu: up, umbrella</p>	Fruit Basket
<ul style="list-style-type: none"> Can for ability with yes/no questions Can you jump? Yes, I can. / No, I can't. Let's for suggestions Let's play soccer. OK. That sounds good. / No, I can't play. 	<p>Physical Education: PE Class</p>	<p>Vv-Xx Vv: vest, van Ww: window, water Xx: ox, box</p>	Finger Soccer Player
<ul style="list-style-type: none"> Simple present (see) with information questions What do you see? I see a goat. Simple present (see) with yes/no questions Do you see two lions? Yes, I do. / No, I don't. I see one lion. 	<p>Science: What Animals Eat</p>	<p>Yy-Zz Yy: yak, yellow Zz: zebra, zoo</p>	The Zoo
<ul style="list-style-type: none"> Simple present (be) with information questions What time is it? It's two o'clock. Simple present (be) with information questions What day is it? It's Monday. 	<p>Social Studies: What Time Is It?</p>	<p>Phonics Review</p>	Cat Clock

Book 1

Scope and Sequence

Unit	Title	Learning Points	Vocabulary
1	School Things	<ul style="list-style-type: none"> Things for school Saying what you have and what you don't have 	School things: backpack, crayon, eraser, glue stick, lunchbox, marker, notebook, paintbrush, pen, pencil, pencil case, pencil sharpener, ruler, stapler, tape, textbook
2	My Toys	<ul style="list-style-type: none"> Toys and playthings Saying who something belongs to 	Toys and playthings: airplane, baseball glove, bike, blocks, board game, cards, doll, elephant, hula hoop, jump rope, kite, puzzle, rollerblades, skateboard, soccer ball, video game
3	My Classroom	<ul style="list-style-type: none"> Things in a classroom Saying what color something is 	Classroom objects: bookcase, calendar, chair, clock, computer, cupboard, desk, drawer, drawing, easel, map, mat, poster, shelf, wastebasket, whiteboard
4	Family and Friends	<ul style="list-style-type: none"> Members of a family Talking about someone's age 	Family members and relationships: aunt, brother, children, cousin, family, father (<i>dad</i>), friend, grandfather (<i>grandpa</i>), grandmother (<i>grandma</i>), grandparents, mother (<i>mom</i>), neighbor, parents, sister, teacher, uncle
5	Actions	<ul style="list-style-type: none"> Describing common actions happening at the moment Names of animals 	Actions: drink, eat, fly, jump, run, sleep, swim, walk Animals: bird, cow, fish, horse, mouse, rabbit, sheep, snake
6	Feelings	<ul style="list-style-type: none"> Describing feelings 	Feelings and sensations: angry, bored, cold, excited, happy, hot, hungry, relaxed, sad, scared, sick, surprised, thirsty, tired, upset, worried
7	Daily Activities	<ul style="list-style-type: none"> Talking about what someone is doing at the moment Telling where people are in a house 	Activities: eat, exercise, listen to music, play soccer, read, study, use the computer, watch TV Locations around the house: backyard, bathroom, bedroom, dining room, garage, hall, kitchen, living room
8	My Face and Body	<ul style="list-style-type: none"> Describing how someone or something looks 	Face and body: arm, ear, eye, face, foot, hair, hand, head, leg, mouth, nose, tooth Hair: curly hair, long hair, short hair, straight hair
9	People's Jobs	<ul style="list-style-type: none"> Saying what people do and where they work 	Jobs: actor, businessman, cook, doctor, farmer, florist, pilot, police officer Workplaces: airport, farm, flower shop, hospital, office, police station, restaurant, theater
10	I Can Do It!	<ul style="list-style-type: none"> Everyday activities Talking about your abilities 	Abilities: bake a cake, cook, draw pictures, drive a car, fix, fly a kite, juggle, jump, play the guitar, ride a bike, sew, sing, skate, ski, speak English, surf

WELCOME

Characters: Steven, Clare, Alex, Brian, Emma

Colors: pink, green, blue, yellow, black, orange, red, purple

Numbers: 1 to 20

Shapes: square, circle, triangle, diamond, rectangle



Structures	CLIL	Phonics	Project
<ul style="list-style-type: none"> Singular and plural nouns I have one pen. I have five pens. Simple present (have) with yes/no questions Do you have a stapler? Yes, I do. / No, I don't. I don't have a stapler. Simple present (have) with information questions What do you have in your pencil case? I have one pencil / two pencils. 	<p>Social Studies: Forest School</p>	<p>Long u: blue, boots, cute, glue stick, ruler, school, Tuesday</p>	Item Cards
<ul style="list-style-type: none"> Simple present (be) with subject complements What is it? It is a doll. Possessive adjectives (my, your) They're my rollerblades. / They're your rollerblades. It/They It is a doll. / They are rollerblades. 	<p>Social Studies: My Toys</p>	<p>Long o: boat, coat, cold, jump rope, nose, pony, video game</p>	Kite
<ul style="list-style-type: none"> Demonstrative pronouns (this, these, that, those) That is a whiteboard. / Those are posters. Simple present (be) with subject complements What is that? That is a computer. Adjectives as complements The clock is red. 	<p>Art: My Art Class</p>	<p>Long e: bee, easel, eraser, leaf Short e: desk, pen, pencil</p>	Pinwheel
<ul style="list-style-type: none"> Simple present (be) with yes/no questions Is she your mother? Yes, she is. / No, she isn't. Pronouns (he, she, they) Is she your mother? / Are they your parents? Numbers She is 10 years old. 	<p>Social Studies: Different Kinds of Families</p>	<p>Soft c: bicycle, celery, cell phone, city Hard c: Canada, car, color, computer, cupboard</p>	Family Tree
<ul style="list-style-type: none"> Present progressive with information questions What is he doing? He is drinking. Present progressive with yes/no questions Are the birds flying? Yes, they are. / No, they aren't. 	<p>Health: Active Kids</p>	<p>Long a: bay, day, rain, skates, snake, table, train</p>	Animal Spinners
<ul style="list-style-type: none"> Simple present (be) with adjective complements How are you? I'm happy. Simple present (be) with yes/no questions Are you excited? Yes, I am. / No, I'm not. 	<p>Social Studies: How Do You Feel?</p>	<p>y (long e): angry, baby, happy, hungry, silly, thirsty y (long i): cry, dry, fly, fry, sky, why</p>	My Happy Heart
<ul style="list-style-type: none"> Present progressive What is Emma doing? She is playing soccer. Simple present (be) with prepositions of location (in) Where is Liz? She's in the living room. 	<p>Science: Robots and Computers</p>	<p>Long i: bike, dining room, exercise, kite, light, pie</p>	My House
<ul style="list-style-type: none"> Simple present (have) with information questions What does he look like? He has blond hair and blue eyes. Simple present (have) with yes/no questions Does she have long hair? Yes, she does. / No, she doesn't. 	<p>Science: The Animal Kingdom</p>	<p>Soft g: Egypt, gel, gem, giraffe, gym Hard g: gas, gate, gold, golf, gum</p>	Paper Plate Face
<ul style="list-style-type: none"> Simple present (be) with subject questions What do they do? They're cooks. Simple present with prepositions of place (at, in, on) Where does she work? She works at a flower shop. 	<p>Social Studies: Where Do Vegetables Come From?</p>	<p>s-blends: sk: ski, sky; sp: speak, spoons; st: stairs, stapler; sl: sleep, slide</p>	Job Paper Doll Chain
<ul style="list-style-type: none"> Can and can't for ability with information questions What can Clare do? She can ride a bike. She can't swim. Can and can't with yes/no questions Can he sew? Yes, he can. / No, he can't. 	<p>Science: Amazing Lions</p>	<p>s-blends: sm: small, smell, smile; sn: snack, snake, snow; sw: swan, swim</p>	Animal Mask

Book 2

Scope and Sequence

Unit	Title	Learning Points	Vocabulary
1	Snack Time	<ul style="list-style-type: none"> Food items Saying what you like and don't like 	Food: apples, bananas, candy, cereal, chocolate, cookies, fries, fruit, milk, popcorn, rice, soda, soup, tomatoes, vegetables, yogurt
2	My Clothes	<ul style="list-style-type: none"> Clothing and jewelry Describing what someone is wearing 	Clothing: boots, coat, dress, glasses, hat, jacket, jeans, pajamas, pants, ring, shirt, shoes, skirt, sweatshirt, T-shirt, watch
3	My Favorite Food	<ul style="list-style-type: none"> Offering and asking for something to eat or drink Asking how something looks, smells, or tastes 	Food: bread, cake, cheese, chips, fish, ice cream, juice, lemonade, meat, pasta, pizza, salad Describing food: bad, good, sour, sweet
4	My Classes	<ul style="list-style-type: none"> Talking about what classes you have Asking if someone has things for school 	School subjects: art, computers, English, geography, gym, math, music, science Things for school: calculator, dictionary, folder, map, paper, recorder, scissors, shorts
5	Finding Things	<ul style="list-style-type: none"> Explaining where something is around the house Asking about the location of something 	In the bathroom: comb, counter, shower, sink, soap, toilet, toothbrush, towel Outdoors: ball, bucket, bush, porch, rope, shovel, swing set, yard
6	It's Hot!	<ul style="list-style-type: none"> Weather conditions and things to wear outside Telling someone what to do or not do 	Weather: cloudy, cold, dry, foggy, hot, sunny, wet, windy Things to wear outside: baseball cap, pants, raincoat, scarf, snowsuit, sunglasses, sunscreen, sweater
7	The Four Seasons	<ul style="list-style-type: none"> Seasonal activities Asking about what time of year people usually do things 	Seasonal activities: clean the house, eat ice cream, go camping, go for a walk, go skating, go sledding, go to the beach, make a sandcastle, make a snowman, pick apples, plant flowers, play baseball, play tennis, rake leaves, start school, throw snowballs
8	Our House	<ul style="list-style-type: none"> Things around the house Describing what is in the rooms of a house 	Things around the house: bed, bookcase, chair, door, dresser, lamp, mirror, picture, plant, rug, sofa, stereo, stove, table, television, window
9	Our Field Trip	<ul style="list-style-type: none"> Things in nature Talking about what was in a place 	Things in nature: beach, forest, grass, hill, island, lake, mountain, tree Adjectives: boring, clean, dirty, exciting, high, low, old, tall
10	Around the Town	<ul style="list-style-type: none"> Buying things in a store Talking about how much something costs 	Stores: bakery, bookstore, candy store, clothing store, ice cream parlor, pet store, shoe store, toy store Things to buy: bookmark, cat toy, donut, ice cream cone, lollipop, sneakers, teddy bear, vest

WELCOME

Characters: Steven, Clare, Alex, Brian, Emma

Days of the week: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

Months: January, February, March, April, May, June, July, August, September, October, November, December

Seasons: spring, summer, fall, winter



Structures	CLIL	Phonics	Project
<ul style="list-style-type: none"> Simple present in positive and negative statements I like chocolate. / I don't like cookies. Simple present with so and neither He likes rice. So do I. / He doesn't like rice. Neither do I. 	<p>Science: How Does Fruit Grow?</p>	<p>r-blends: <i>br:</i> breakfast, brothers; <i>dr:</i> drawer, drawing; <i>fr:</i> friends, frog; <i>gr:</i> grandparents, grapes; <i>pr:</i> princess</p>	Hungry Caterpillar
<ul style="list-style-type: none"> Present progressive to describe what someone is wearing What is she wearing? / She's wearing a green skirt. Present progressive with yes/no questions Is he wearing glasses? Yes, he is. / No, he isn't. 	<p>Social Studies: Hats Matter</p>	<p>n-blends: <i>nd:</i> hand, wand; <i>ng:</i> ring, sing; <i>nk:</i> bank, drink; <i>nt:</i> paint, pants</p>	Fashionable Flipbook
<ul style="list-style-type: none"> Simple present to express what someone wants What do you want? I want salad, please. Simple present (linking verbs) with yes/no questions Does the pasta look/smell/taste good? Yes, it does. / No, it doesn't. 	<p>History: The History of Pizza</p>	<p>Digraphs: <i>ch:</i> chairs, cheese, chips, lunch box; <i>sh:</i> dishes, sheep; <i>th:</i> thirsty, thumb</p>	A Menu
<ul style="list-style-type: none"> Simple present to say what classes someone has What does she have on Tuesday? / She has music on Thursday. Simple present (have) with yes/no questions Do you have paper? Yes, I do. / No, I don't. 	<p>Social Studies: Inside My Backpack</p>	<p>s-sh distinction: <i>s:</i> science, scissors, sisters, soccer; <i>sh:</i> English, fish, shoes, shorts</p>	Flash Cards
<ul style="list-style-type: none"> Prepositions of place (on, in, under) The towels are on the counter. / The soap is not under the sink. Prepositions of place (on, in, under) with yes/no questions Are the buckets in the bush? Yes, they are. / No, they aren't. They're on the bush. 	<p>Science: Ant Colonies</p>	<p>r-l distinction: <i>l:</i> fly, lake, lights, toilet; <i>r:</i> fries, rake, right, rope</p>	Please Knock
<ul style="list-style-type: none"> Simple present (be) to ask and answer about the weather How's the weather? It's sunny. Simple present (be) with yes/no questions Is it sunny? Yes, it is. / No, it isn't. Imperatives: positive and negative Put on your sunglasses. Don't put on your baseball cap. 	<p>Geography: Hot and Cold Deserts</p>	<p>l-blends: <i>bl:</i> black, blue; <i>cl:</i> clock, cloudy; <i>fl:</i> flag, snowflake; <i>gl:</i> gloves, sunglasses; <i>sl:</i> slippers</p>	Weather Mobile
<ul style="list-style-type: none"> Simple present to talk about habitual actions at a certain time of the year What does he do in the summer? / He picks apples in the summer. Simple present to talk about habitual actions with yes/no questions Do we rake leaves in the spring? Yes, we do. / No, we don't. 	<p>Geography: The USA: A Place For Every Season</p>	<p>ing sound: camping, ring, running, shopping, sing, skating, spring, swing</p>	Season Tree
<ul style="list-style-type: none"> Simple present with there to describe what is in a place There is a sofa. / There are two sofas. Simple present questions with where and prepositions of place (behind, in front of, next to, on) Where is the stereo? It's on the dresser. 	<p>Social Studies: A Mongolian House</p>	<p>s-st distinction: <i>s:</i> say, soccer ball, sore; <i>st:</i> stay, stereo, store, stove</p>	My House Mini-book
<ul style="list-style-type: none"> Simple past with there to describe what was in a place There was a beach. / There were some mountains. Questions with How was/were to describe natural features How was the forest? It was quiet. How were the mountains? They were exciting. 	<p>Geography: Sequoia National Park</p>	<p>ch digraph: beach, chair, cheese, chips, chocolate, lunch, sandwich, teach</p>	3-D Mountain
<ul style="list-style-type: none"> Can for ability with questions (Where) Where can I buy a teddy bear? You can buy it at the toy store. Simple present with information questions How much is it? / How much are they? It costs... / They cost... 	<p>Math: How Much Is It?</p>	<p>hard th: brothers, father, these, they, this, weather soft th: math, month, thank, theater, toothpaste, three</p>	Model Town

Book 3

Scope and Sequence

Unit	Title	Learning Points	Vocabulary
1	A Day in My Life	<ul style="list-style-type: none"> Telling time Talking about daily activities 	Routine activities: brush my teeth, change into pajamas, comb my hair, do homework, eat a snack, eat breakfast, get dressed, go home, go shopping, go to sleep, make my bed, practice the piano, put on shoes, take a bath, wake up, wash my face
2	Transportation	<ul style="list-style-type: none"> Vehicles Talking about ways of traveling 	Vehicles: boat, helicopter, metro, motorcycle, plane, school bus, taxi, tram Actions: on foot, ride, take Locations: airport, hotel, museum, port, station
3	Last Week at School	<ul style="list-style-type: none"> Places around a school Talking about what happened at school 	School activities: carry a backpack, finish a book, listen to music, paint, play, study, wait, walk Places in a school: bus stop, cafeteria, classroom, field, gym, hallway, library, playground
4	What Are They Doing?	<ul style="list-style-type: none"> Common actions Talking about what someone is doing now 	Common actions: answer, close, cut, enter, give, glue, help, laugh, look for, pack, practice, rest, show, stand, take a picture, teach
5	In the Kitchen	<ul style="list-style-type: none"> Names of foods Talking about what there is or isn't in the kitchen 	Food: burger, butter, chicken, egg, jam, lemon, muffin, oil, omelet, onion, peanut butter, pepper, salt, strawberry, toast, water
6	Festivals	<ul style="list-style-type: none"> Activities at a festival Talking about what people did at a festival 	Irregular verbs: eat, blow up balloons, drink, make snacks, run around, sing, swim, wear costumes Festival activities: clean up, color pictures, dance, listen to music, open presents, play games, talk to friends, watch a parade
7	I Love Sports!	<ul style="list-style-type: none"> Sports Talking about what you are good at 	Sports actions/activities: catch the ball, dive, do push-ups, jog, jump rope, kick the ball, lift weights, pass the ball, score a goal, serve the ball, shoot baskets, throw a ball, use a racket Adverbs: far, fast, high
8	Likes and Dislikes	<ul style="list-style-type: none"> Hobbies and fun activities Talking about what you like and don't like 	Indoor games and activities: board game, cards, chess, music, ping pong, pool, video game Outdoor activities: climbing trees, football, hiking, ice skating, mountain biking, skateboarding, skiing, snowboarding, surfing
9	Health and Habits	<ul style="list-style-type: none"> Healthy and unhealthy habits Talking about how often you do something and giving advice 	Healthy and unhealthy habits: brush my teeth, drink soft drinks, drink water, eat candy, eat fast food, eat fruits and vegetables, get a checkup, get exercise, get fresh air, play video games, stay up late, take a rest, take a shower, wake up early, wash my face, wash your hands
10	Going to the Doctor	<ul style="list-style-type: none"> Health problems Talking about what happened 	Ailments: break my arm, catch a cold, get a bruise, get a burn, get a cramp, get a cut, get a sore throat, get a toothache, get an earache, get dizzy, have a cough, have a fever, have a headache, have a runny nose, have a stomachache, hurt my foot

WELCOME

Characters: Steven, Clare, Alex, Brian, Emma

Telling time

Ordinal numbers: 1st–31st

Dates



Structures	Writing	CLIL	Project
<ul style="list-style-type: none"> • Simple present with information questions about time What time does she wake up? She wakes up at six o'clock. • Simple present (be) with questions about time What time is it? It's three o'clock. It's time to eat a snack. 	My Daily Routine	Social Studies: Diego's Day	Survey
<ul style="list-style-type: none"> • Simple present with information questions How do you go to school? I go to school by bus. • The modal verb can with information questions How can you get to work? I can take a train. 	Getting to School	Social Studies: How Mail Travels	Role-play
<ul style="list-style-type: none"> • Simple past (regular verbs) with information questions What did she do? She listened to music. • Simple past (regular verbs) with yes/no questions Did you play in the gym? Yes, I did. / No, I didn't. 	A Busy Day at School	Social Studies: A Winter Day in Sweden	Survey
<ul style="list-style-type: none"> • Present progressive with information questions What is Brian doing? He is taking a picture. • Present progressive with yes/no questions Are they laughing? Yes, they are. / No, they aren't. 	People in My Class	Social Studies: A Circus School	Poster
<ul style="list-style-type: none"> • Some and any with countable and uncountable nouns (do + have) Do they have any jam? Yes, they have some jam. / No, they don't have any jam. • Some and any with countable and uncountable nouns (be + there) Are there any snacks? Yes, there are some snacks. / No, there aren't any snacks. 	What's in the Kitchen?	Science: Eat Your Vitamins	Role-play
<ul style="list-style-type: none"> • Simple past (irregular verbs) with information questions What did he do? He drank juice. • Simple past (regular verbs) with yes/no questions Did she sing? Yes, she did. / No, she didn't. 	The Festival	Social Studies: Traditions Around the World	Poster
<ul style="list-style-type: none"> • Simple present with be good at + gerund Steve is good at shooting baskets. • Can for ability with adverbs I can throw the ball far. / She can throw the ball far. 	Good at, Not Good at	Science: Fastest Animal on Land	Poster
<ul style="list-style-type: none"> • Simple present with love, like, don't like, or hate + gerund I love playing football. • Simple present yes/no questions with like + gerund Does he like hiking? Yes, he does. / No, he doesn't. 	Favorite Activities of Two Good Friends	Physical Education: Sports in the City	Survey
<ul style="list-style-type: none"> • Simple present with how often questions and adverbs of frequency How often does Brian wash his face? He always washes his face. • Should and shouldn't for advice You should eat fruit and vegetables. 	My Family's Weekly Routines	Science: Live Healthy	Survey
<ul style="list-style-type: none"> • Simple past with information questions What happened? I broke my arm. • Past progressive with information questions What happened? I was riding my bike and I broke my arm. 	Health Is Wealth	Science: Doctor Visits at the Zoo	Role-play

Book 4

Scope and Sequence

Unit	Title	Learning Points	Vocabulary
1	Lots to Do	<ul style="list-style-type: none"> Places around town Talking about activities one has to do 	<p>Things to do: buy groceries, get a haircut, get medicine, get tickets, look for a book, mail a letter, pay a bill, return clothes</p> <p>Places around the neighborhood: bank, bookstore, department store, hairdresser, pharmacy, post office, supermarket, theater</p>
2	Follow the Rules	<ul style="list-style-type: none"> Rules in public places Saying what you must or must not do and what you may or may not do 	<p>Activities at a library: bring a library card, listen to the librarian, return books on time, shout, sit on a desk, take photos, turn off the phone, wear headphones</p> <p>Activities at a museum: bring my bag inside, chew gum, climb on the sculptures, have food and drinks, sketch pictures, take notes, touch the art, use a video camera</p>
3	The Natural World	<ul style="list-style-type: none"> Enjoying the natural world Comparing activities, transportation, and locations 	<p>Adjectives: amazing, comfortable, dangerous, enjoyable</p> <p>Activities in nature: 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</p>
4	Amazing Safari Animals	<ul style="list-style-type: none"> Safari animals Comparing animals using adjectives and adverbs 	<p>Safari animals: buffalo, cheetah, giraffe, hippo, lion, monkey, rhino, tiger</p> <p>Adjectives: hairy, heavy, short, strong</p> <p>Adverbs: noisily, quickly, silently, slowly</p>
5	Describing People	<ul style="list-style-type: none"> Personality traits Describing people 	<p>Personality: adventurous, annoying, brave, calm, confident, easygoing, greedy, hardworking, honest, impatient, nervous, proud, selfish, sensible, silly, unfriendly</p>
6	Directions	<ul style="list-style-type: none"> Places in a town Asking for and giving simple directions 	<p>Places in a town: bakery, coffee shop, convenience store, corner, crosswalk, fire station, gas station, market, park, shoe store, town square, traffic light, train station</p> <p>Directions: go straight, turn left, turn right</p>
7	Getting Around Town	<ul style="list-style-type: none"> Transportation Asking what time something happens and how long something takes 	<p>Transportation: bicycle, bus, ferry, motorcycle, on foot, subway, taxi, train, truck, van</p> <p>Places: cafe, ticket office</p> <p>Verbs: arrive, close, leave, open</p>
8	My Free-time Activities	<ul style="list-style-type: none"> Free-time activities Talking about weekly routines 	<p>Free-time activities: chat online, do martial arts, go cycling, go diving, go for a walk, go ice skating, go to a comic book store, go to the drama club, go to the playground, play basketball, play volleyball, see friends, surf the net, take guitar lessons, watch quiz shows, work on the garden</p>
9	A Wonderful Vacation!	<ul style="list-style-type: none"> Vacation and leisure activities Talking about future plans 	<p>Vacation activities: build a sandcastle, buy souvenirs, fly on an airplane, go fishing, go on a cruise, go surfing, go to an amusement park, play in a swimming pool, relax on the beach, sail on a boat, stay at a hotel, swim in the ocean, take a tour, visit a castle, visit a museum, watch a musical</p>
10	Let's Cook!	<ul style="list-style-type: none"> Cooking words and ingredients Giving instructions 	<p>Ingredients: beef, broccoli, flour, parsley, sauce, sugar</p> <p>Ways of cooking: boil, chop, fry, heat, mix, pour, stir, whisk</p> <p>Things in a kitchen: bowl, oven</p>

WELCOME

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

Time, countries, and nationalities

Prepositions of time



Structures	CLIL	Project
<ul style="list-style-type: none"> • Have/Has to for obligation She has to mail a letter. • Have to with yes/no questions Do you have to go to the bookstore? Yes, I do. / No, I don't. 	<p>Social Studies: Magnificent Malls</p>	Role-play
<ul style="list-style-type: none"> • Must/Must not for obligation You must return books on time. / You must not sit on the desks. • May/Can to request permission May I take notes? Yes, you may. / No, you may not. Can I use my phone? Yes, you can. / No, you can't. 	<p>Social Studies: Rules Around the World</p>	Poster
<ul style="list-style-type: none"> • Comparative 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. 	<p>Social Studies: World Heritage Sites</p>	Role-play
<ul style="list-style-type: none"> • Comparatives with adjectives A monkey is shorter than a giraffe. • Comparatives with adverbs A hippo moves more slowly than a cheetah. 	<p>Science: Migrating African Animals</p>	Poster
<ul style="list-style-type: none"> • Adjectives with adverbs of frequency to describe personality She is always hardworking. • Superlatives with adjectives She is the most adventurous. He is the greediest. 	<p>Social Studies: Outward Bound</p>	Survey
<ul style="list-style-type: none"> • Prepositions of place to describe locations in a town The bakery is between the market and the town square. • Imperatives to give directions Go straight and turn left. 	<p>Geography: The Life of a European Student</p>	Role-play
<ul style="list-style-type: none"> • What time + simple present to ask when regular things happen What time does the café open? It opens at 9 a.m. • How long + simple present to ask how long something takes How long does it take to get to the supermarket by taxi? It takes about five minutes. 	<p>Social Studies: Transportation Around the World</p>	Survey
<ul style="list-style-type: none"> • What do + simple present to ask about regular activities What do you do every Monday / on Mondays? I take guitar lessons. • Questions of frequency and time How often do you play basketball? I play basketball twice a week. 	<p>Social Studies: Summertime in Russia</p>	Survey
<ul style="list-style-type: none"> • Will and be going to talk about the future I am going to buy souvenirs. We will visit a museum. • Might for future possibility He might go fishing tonight. 	<p>Social Studies: The Tomatina</p>	Poster
<ul style="list-style-type: none"> • Imperatives for giving instructions (with transition words) First, heat the oven. • Negative imperatives Don't chop too much parsley. 	<p>Social Studies: Cakes From Around the World</p>	Poster

Book 5

Scope and Sequence

Unit	Title	Learning Points	Vocabulary
1	Future Plans	<ul style="list-style-type: none"> Activities and chores Discussing future plans 	Activities and chores: blog, check my homework, do housework, go for a run, go to gymnastics, go to the bike shop, go to the dentist, go to the mall, go to the recycling center, golf, help out a friend, organize my desk, purchase books, repair my glasses, type a paper, watch the soccer game
2	Thinking About the Past	<ul style="list-style-type: none"> Old technology Talking about past activities and habits 	Activities from the past: collect stamps, deliver newspapers, develop photos, keep an address book, play cassette tapes, record videos, use payphones, watch silent films Childhood activities: catch butterflies, crawl, cry a lot, fall down, feed your siblings, have a babysitter, name toys, take naps
3	Getting a Pet	<ul style="list-style-type: none"> Kinds of pets Talking about preferences 	Pets: goldfish, hamster, kitten, lizard, parrot, rabbit, snake, turtle Adjectives: active, clever, cute, easy to care for, friendly, playful, quiet, soft
4	Helping at Home	<ul style="list-style-type: none"> Household chores Talking about recently completed chores 	Household chores: clean the bathroom, clean the windows, clean your room, cut the grass, do the dishes, dust the furniture, feed the cat, fold the laundry, mop the floor, pick up the toys, set the table, sweep the floor, take out the trash, vacuum the carpet, water the plants, weed the garden
5	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
6	Our Environment	<ul style="list-style-type: none"> Environmental issues Talking about problems and solutions 	Problems: clean air, endangered animal, garbage, green areas, noise, pollution, traffic jam, trash cans Solutions: hold a town hall meeting, pick up garbage, plant trees, recycle, ride bikes, start a campaign, take public transportation, write a letter
7	This Weekend	<ul style="list-style-type: none"> Weather words and indoor/outdoor activities Saying what you will do in different types of weather 	Weather: boiling, chilly, cool, freezing, rainy, snowy, stormy, sunny Indoor/Outdoor activities: do homework, go on a picnic, go swimming, go to the park, play in the yard, play on the tablet, practice the guitar, visit the library
8	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
9	Many Things from Many Places	<ul style="list-style-type: none"> Things sold in stores and markets Talking about where items are from 	Store merchandise: candle, coconut, curtains, digital camera, flute, PC, pineapple, salmon, sandals, skis, smartphone, souvenir, suitcase, trumpet, umbrella, uniform
10	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

WELCOME

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

Personal information: country, birthday, personality, hobby



Structures	Writing	CLIL	Project
<ul style="list-style-type: none"> Present progressive with future meaning What are you doing tomorrow? I'm doing housework. Need to for obligation I need to purchase some books. 	Descriptive Paragraph (Review)	Physical Education: Life On a Soccer Team	Poster
<ul style="list-style-type: none"> Used to to describe past habits and actions She used to record videos when she was younger. Yes/No questions with use to Did you use to cry a lot when you were younger? Yes, I used to cry a lot. / No, I didn't use to cry a lot. 	Expository Essay	History: Listening to Music in the Past	Discussion
<ul style="list-style-type: none"> Would rather for preference I would rather get a puppy than a rabbit. Prefer and over for preference I would prefer a turtle over a lizard. 	Comparison Essay	Social Studies: Working Animals	Debate
<ul style="list-style-type: none"> Present perfect with yet and already to ask if someone has done something Have you set the table yet? Yes, I've already done it. / No, I haven't done it yet. Present perfect with yet and already to ask if anyone has done something Has anyone cut the grass yet? Yes, Mateo has already done it. / No, no one has done it yet. 	Process Essay	History: Doing the Laundry 100 Years Ago	Poster
<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. 	Opinion Essay	History: The World's Oldest Competition	Discussion
<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. Can/Could to make suggestions We could ride bikes. We can recycle. 	Argumentative Essay	Science: Helping Endangered Species	Debate
<ul style="list-style-type: none"> First conditional If it's sunny this weekend, I'll play in the yard. Yes/No questions with first conditional Will you go swimming if it's boiling? Yes, I will. / No, I won't. 	Cause and Effect Essay	Geography: Summer in New Delhi	Discussion
<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. 	Narrative Essay	Physical Education: Unusual Sports and Activities	Poster
<ul style="list-style-type: none"> Passive voice to talk about the origin of products The sandals are made in Brazil. Tag questions (passive voice) That suitcase is made in Italy, isn't it? Yes, it is. / No, it isn't. 	Classification Essay	History: The Silk Road	Poster
<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. 	Problem/Solution Essay	Social Studies: Learning About Communities	Debate

Book 6

Scope and Sequence

Unit	Title	Learning Points	Vocabulary
1	Give It a Try!	<ul style="list-style-type: none"> New activities New environments Talking about trying new things 	Activities: act in a play, code, create a playlist, design a website, do karate, edit a video, go to a concert, join a club, learn a language, learn photography, paint a mural, play an instrument, record a podcast, support a team, take a first aid course, try a new recipe
2	An Accident-Filled Day	<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 a fan of, have a broken arm/leg, have a pet, know your best friend, play lacrosse, play the violin, study English, work on a project
3	Great Ideas From the Past	<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	You Should Have...	<ul style="list-style-type: none"> Giving advice Regrets about bad behavior 	Actions: ask for permission, be grounded, be punished, be respectful, cheat on a test, copy someone's homework, fail an exam, feel guilty, fight, get detention, get good, grades, gossip, say sorry, tell the truth, train more, win an award
5	Being a Tourist	<ul style="list-style-type: none"> Talking about going on a tour Talking about overtourism issues 	Actions: backpack, experience the culture, explore new places, observe local wildlife, sample the food, socialize with the locals, take in the sights, wander around Problems: destroy nature, disrespect local custom, endanger animals, ignore warnings, overcrowd, poach, ruin tourist destinations, waste natural resources
6	You Must Be...	<ul style="list-style-type: none"> Guessing situations and people's thoughts Making deductions 	Adjectives: amusing, ashamed, confusing, disappointed, embarrassing, exhausted, fascinating, impressed, jealous, offensive, overwhelmed, painful, relaxing, satisfied, shocking, terrifying
7	I Wish I Were...	<ul style="list-style-type: none"> Desires and goals Talking about wishes and future plans 	Actions: apply for a job, donate money, offer rides, record an album, sail around the world, shop online, start a business, volunteer Objects: credit card, driver's license, yacht Adjectives: creative, older, retired, talented, wealthy
8	The Future	<ul style="list-style-type: none"> Future activities Making predictions about the future 	Future transportation: jetpack, rocket, space elevator, space tourism Places: moon, planet, space, underwater Ways of life: charge our cars, fly drones, have AI friends, have virtual schools, live in very tall towers, own robots, travel through time, use holograms
9	Rules and Laws	<ul style="list-style-type: none"> Rules and laws Talking about causes and effects 	Actions: break my leg, check my eyes, cut my hair, do my own laundry, dry clean my clothes, eat fast food, get an allowance, have a curfew, look after my siblings, mow the lawn, prepare my own breakfast, remove a tooth, repair my phone, steal my wallet, take a picture, use my tablet
10	Achieving My Goals	<ul style="list-style-type: none"> Personal future Talking about close and far future 	Actions: assist the elderly, attend school, celebrate graduation, concentrate on studies, contact service center, create an App, cure a disease, develop content, do experiments, earn a big salary, lead my band, participate in a contest, perform to a crowd, rent a cabin, tour the world, work out

WELCOME

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

Time: years, time expressions, frequency



Structures	Writing	CLIL	Project
<ul style="list-style-type: none"> Adjectives with infinitives It's good to learn English. Gerunds vs. Infinitives Learning coding is fun. It's fun to learn coding. 	Personal Essay	Art: Marcel Duchamp: New Art for a New World	Poster
<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 studied English for five years. / I have studied English since 2020. 	Autobiography	Social Studies: Learning Saves Lives	Debate
<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. 	Expository Essay	History: History of Transportation	Poster
<ul style="list-style-type: none"> Should have + past participle You should have been more respectful. You should not have cheated on a test. Third conditional + Would have If I had been respectful, I would not have been grounded. If I had trained more, I would have won an award. 	Compare and Contrast Essay	History: The Story of the Titanic	Discussion
<ul style="list-style-type: none"> Infinitives with stative verbs (want, decide, plan, hope, wish, expect) We want to explore new places. She planned to sample the food. Gerunds as a subject Overcrowding can cause problems. Ruining the tourist destination is an issue. 	Cause and Effect Essay	Science: Eco-tourism: Spending for the Future	Debate
<ul style="list-style-type: none"> Modals of deduction must You must be exhausted. He must be impressed. Must have with past participles It must have been embarrassing. She must have been satisfied. 	Critical Essay	Science: Life before Electricity	Poster
<ul style="list-style-type: none"> Wish to talk about desires I wish I were older. / She wishes she had a mansion. Second conditional to talk about hypothetical situations If I were wealthy, I would donate money to charity. 	Compare and Contrast Essay	Social Studies: Sailing around the World	Poster
<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? Yes/no questions with will Will we have flying cars? Yes, we will. / No, we won't. 	Expository Essay	Science: The Future of Food	Discussion
<ul style="list-style-type: none"> Causative verbs (make, have, let) My dad makes me mow the lawn. Causative verbs have and get with past participles I got my wallet stolen. 	Persuasive Essay	Social Studies: Three Branches of Government	Discussion
<ul style="list-style-type: none"> Future progressive I will be doing experiments. Stative verbs with future tense I think I will be celebrating my graduation. 	Process Essay	Social Studies: Our Changing Ambitions	Debate

HANG OUT! PLUS

UNIT

7

Daily Activities



Colorful images introduce the first eight vocabulary items to students.

- Talking about what someone is doing at the moment
- Telling where people are in a house

Q What is your family doing?

A Listen and say.



eat



exercise



watch TV



listen to music



read



use the computer



study



play soccer

Simple monologues by one of the characters introduce the vocabulary and core structure of the unit in an authentic and communicative context.

Follow-up activities have students listen to the eight vocabulary items again and find them in the main picture.

B Look and listen. Then, watch.

C Listen and point at the picture.



D



Sing a song. Turn to page 146.

E

Look at the picture. Ask and answer.

What **is** Brian **doing**?

He **is** reading.

What **are** Mom and Dad **doing**?

They **are** watching TV.

Fun songs provide an exciting opportunity for students to learn the core structure and vocabulary of the unit.

Speaking activities reinforce learning objectives.



EXTRA!

Imagine it is Sunday. Think about your family. What is everyone doing?

HANG OUT! PLUS

Song reviews have students produce the learned vocabulary and structure in memorable songs. Retention is reinforced with a comprehension activity.

A   **Listen and sing. Then, circle and match.**

1. Steven is playing soccer / watching TV. • •
2. Clare is reading a book / playing soccer. • •
3. Emma is eating dinner / playing soccer. • •
4. Alex is eating dinner / studying French. • •
5. Brian is reading a book / studying French. • •

Song



Short readings present the structure and vocabulary in a new context. As the series progresses, students are faced with longer authentic readings.

A **Read and answer.**

Reading

Dear Diary,

Emma is ¹ . Brian is ² .

Mom and Dad are ³ . My friends are ⁴ .

They are happy and excited. I am just in my bedroom.

I'm so bored.

Alex

What are they doing? Circle and write.

1. Emma is / are _____ to music.
2. Brian is / are _____ a book.
3. Steven and Clare is / are _____ TV.
4. Alex's friends is / are _____ soccer.

Comprehension activities strengthen and confirm the students' understanding of the new vocabulary structure.

Speaking

A Circle three people in the picture below.



Preparation activities help students get ready for the speaking task with various activities, such as puzzles, cut-outs, drawing, and coloring activities.

Speaking tasks require students to share information about Part A and allow teachers to monitor students' comprehension and use of the core structure and vocabulary.

B What is everyone doing? Ask and answer.



Jasmine



Brian



Lisa



Emma



Owen



Alex



What is Emma doing?

She is eating lunch.



Speaking progression

Speaking tasks progress into more collaborative and group-based activities as the series progresses.

HANG OUT! PLUS

NEW

Engaging comics and animations let students practice listening and speaking in a fun and engaging way.

Story



A



Listen and repeat. Then, watch.

Comic-book style stories let students follow the main characters in amusing situations.

Natural language and situations introduce the unit's secondary vocabulary set and expansion structure.

Role-play activities let students have fun practicing the language structures.

Comprehension activities check students' understanding of the story and focus on the key vocabulary and structure.

B

Role-play the story.

C

Read the story again. Then, answer.

1. Who is in the living room?

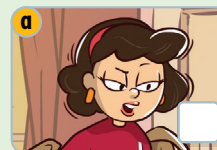


Alex



Brian

2. Who is in the bedroom?



Clare



Brian

Expand

A Listen and say.



bedroom



living room



dining room



kitchen



backyard



garage



bathroom



hall

More colorful images introduce the second set of vocabulary items to students.

Follow-up vocabulary activities help students recognize the key words.

Picture-based substitution drills provide practice using the vocabulary and structure.

Exciting chants reinforce the vocabulary and structure.

B Listen and draw.

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



Where is Liz?

She's in the living room.

What's she doing?

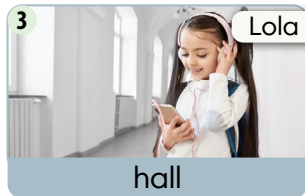
She's watching TV.



bedroom



living room



hall



backyard



dining room



kitchen

D Chant. Turn to page 146.

EXTRA!

Think about your friends.
Where do they hang out?
Draw a picture.

Grammar

Present Progressive with Information Questions

What **is** Emma **doing**?

She **is eating** lunch.

What **are** Mom and Dad **doing**?

They **are watching** TV.



NEW

A grammar activity outlines the grammar used in the first core structure of the unit and gives students an opportunity to practice what they learned.

A Look, read, and write.



What is Emily doing?

She _____ . (study)



What are Kevin and Rachel doing?

They _____ . (play soccer)



What is Jack doing?

He _____ . (exercise)

Simple Present (be) with Prepositions of Location (in)

Where **is** Liz?

She's **in** the living room.

Where **are** Brian and Alex?

They're **in** the backyard.



NEW

A second grammar activity outlines the grammar used in the expansion structure of the unit and gives students an opportunity to practice what they learned.

B Look, read, and write.



(She / bedroom)

_____ the _____.



(They / backyard)

_____ the _____.



(He / living room)

_____ the _____.

Phonics

Phonics activities in levels Starter, 1, and 2 build the students' spelling skills and ability to sound out words.

Writing activities provide extra writing practice and a framework for a short writing project.

Writing progression
Students begin the series with writing practices that build students' fine motor skills. They then progress to simple sentence construction. By levels 3-4, students move on to paragraph writing. Finally, levels 5-6 have students plan and write complete essays.

A Listen, point, and say.



long i



bike



kite



light



pie

B Say the words. Circle the words with the long i sound.



dining room



living room



exercise



listen

Writing

A Imagine it's after dinner. Where are your family members? What are they doing? Fill in the chart.

Who?	Where in the house?	Doing what?
My <u>dad</u>	in the <u>bedroom</u>	<u>He</u> / She is <u>reading</u> .
My _____	in the _____	He / She is _____.
My _____	in the _____	He / She is _____.

B Write the information in **A** into one sentence.

- | Who? | What? | Where? |
|---------------------|----------------|------------------------|
| 1. <u>My dad is</u> | <u>reading</u> | <u>in the bedroom.</u> |
| 2. _____ | _____ | _____ |
| 3. _____ | _____ | _____ |

CLIL: Science

ROBOTS AND COMPUTERS



A Listen and read.

CLIL reading passages

connect the unit theme, vocabulary, and structures with an interesting topic. Cross-curricular learning and content language integrated learning (CLIL) are featured in a magazine-style presentation.

Many people have computers in their house. Computers can do many things!

Samuel has a special computer in his bedroom. He talks to it. It helps him when he is studying math. He says, "What's five plus five?" The computer says, "Ten!"

Natalie has a robot in her house. The robot cleans the living room. It cleans the hall and the dining room, too. Natalie doesn't have to clean. She is playing video games.



Big, colorful images aid comprehension and provide opportunities for expansion activities.



My teacher's name is Mr. Miller. He has a special computer in the kitchen. It talks to his cell phone. He uses it at the supermarket. His cell phone tells him, "You don't have fruit." It also tells him, "You don't have milk." My teacher's computer is very smart!



B Answer the questions. Circle.

1. Where is Samuel's computer?

- a** in the kitchen **b** in the living room **c** in the bedroom

2. What is Natalie doing?

- a** cleaning the living room **b** playing video games **c** cleaning the dining room

Reading comprehension activities check students' understanding.

C Listen and circle. Then, answer the questions.

1. Samuel **studies / plays** with his computer.

Is he right? Yes No

3. Mr. Miller's special computer is in his **bedroom / kitchen**.

Is he right? Yes No

2. Natalie's robot cleans the **dining room / bathroom**.

Is she right? Yes No

4. Mr. Miller's special computer talks to his **cell phone / students**.

Is she right? Yes No

Linked-skills activities with listening comprehension incorporate listening and reading. Students listen and determine whether statements are correct or incorrect.

D What does Natalie's robot do? Circle and say.



talk



clean



cook



dance

The last activity checks the students' comprehension of the reading passage.

NEW

All-new project pages

My House

Project

Materials



paper plate (2)



colored pencils



ruler



pin (2-3)

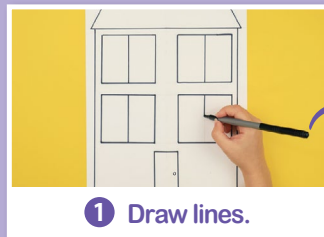


popsicle stick (2)

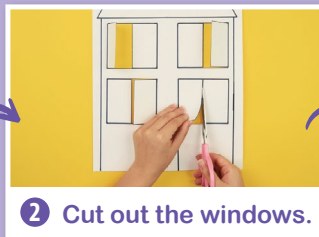
NEW

Project crafts and activities allow students to synthesize their knowledge and comprehension.

A Look and make.



1 Draw lines.



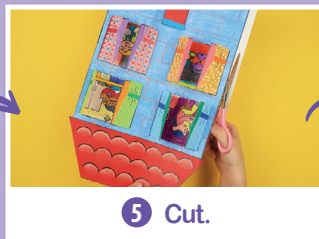
2 Cut out the windows.



3 Glue.



4 Draw and color.



5 Cut.



6 Open and close.

NEW

Project progression

While lower levels contain craft activities and games, middle levels focus on collaborative production such as role-plays, surveys, and posters. Upper levels challenge students to research, discuss, and debate about advanced topics.

B Share.



What is your sister doing?

She is studying.

C Look and play.

Charades

NEW

Games allow students to use the key structures, language, and vocabulary in an interactive and fun way.



HANG OUT! PLUS

UNIT

1

Future Plans



- Activities and chores
- Discussing future plans

Q What are you doing this weekend?

The main illustration introduces the situation of the dialogue in the first activity.



Extended dialogues between the characters introduce the vocabulary and core structure of the unit in an authentic and communicative context.

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

B Listen and say.



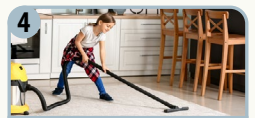
golf



go on a run



watch the soccer game



do housework



blog



go to gymnastics



help out a friend



check my homework



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

D Look at the pictures. Ask and answer.



What **are** you **doing** tomorrow?
 What **is** he/she **doing** on Monday?

I'm **doing** housework.
 He/She **is** golfing.



Speaking activities reinforce learning objectives.

Short readings present the structure and vocabulary in a new context. By levels 5-6, students are faced with longer authentic readings.

A Read.

Hi, Ryan,

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

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

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

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

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

I hope we can meet again soon.

Jenny

B Read again and answer.

- What did Jenny write about?
 a her favorite activities b her schedule this week c her plans with Ryan
- What is Jenny doing on Wednesday?

- What is she doing on Friday night?

- What is she doing on Saturday?

Comprehension activities strengthen and confirm the students' understanding of the new vocabulary structure and its usage.

Speaking

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

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Preparation activities help students get ready for the speaking task.



What are you doing on Monday?

I'm doing housework.



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



Are you going on a run on Monday?

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



Speaking tasks require students to share information about Part A and allow teachers to monitor students' comprehension and use of the core structure and vocabulary.

Day	Activity	Classmate
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Speaking progression
Speaking tasks progress into more collaborative and group-based activities as the series progresses.

HANG OUT! PLUS

NEW

Engaging animations let students practice listening and speaking in a fun and engaging way.

Story



NEW

Listening dictation activities

allow students to use their listening and inference skills. While students are listening to the audio track, they can focus on the unit's secondary vocabulary set and expansion structure.

Role-play activities

let students have fun practicing the language structures.

Comprehension activities

check students' understanding of the story and focus on the key vocabulary and structure.

A Listen and write. Then, watch.

Alex Swimming has been so much fun today. You are a great swimmer, Nadir!

Nadir I love swimming. I want to swim _____.

Alex What are you doing tomorrow? Do you want to go to the _____? I need to buy something for my family.

Nadir I can't. I'm busy.

Alex What are you doing?

Nadir I'm helping out Daniel with his homework. He is having trouble in math class.

Alex Oh, right. The math homework this week was really difficult. What about the _____?

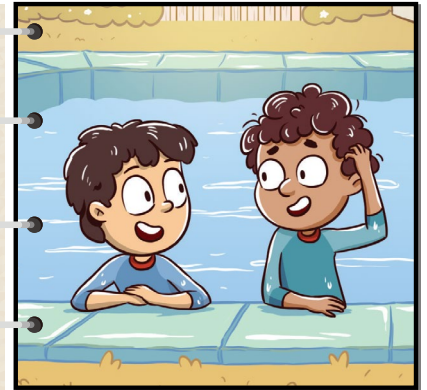
Nadir I'm _____ then, too.

Alex With what?

Nadir Something really exciting!

Alex Tell me, Nadir!

Nadir I need to _____ a paper for school.



B Role-play the story.

C Read the story again. Then, answer.

1. What are Alex and Nadir talking about?

- a** future plans **b** Alex's homework **c** Alex's paper

2. What does Alex want to do tomorrow?

- a** go swimming **b** go to gymnastics **c** go to the mall

3. Why can't Nadir hang out with Alex tomorrow?

- a** He's bored. **b** He's tired. **c** He's busy.

4. What does Nadir need to do tomorrow?

- a** type a paper **b** buy something **c** help Daniel out

Expand

A  **Listen and say.**



purchase books



type a paper



organize my desk



repair my glasses



go to the bike shop



go to the recycling center



go to the mall



go to the dentist

More colorful images introduce the second set of vocabulary items to students.

Follow-up vocabulary activities help students recognize the key words.

Picture-based substitution drills provide practice using the vocabulary and structure.

B  **Listen and write the letters.**

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



What are you doing tomorrow?

I need to purchase books.

What are you doing on Friday?

I need to go to the mall.



Monday?



Tuesday?



Wednesday?



Thursday?



Friday?



Saturday?

What do + Simple Present to Ask about Regular Activities

What **is** he/she **doing** tomorrow?

He's/She's **doing** housework.

What **are** you/they/we **doing** tomorrow?

We're/They're **going** to the dentist.

NEW

A grammar activity outlines the grammar used in the first core structure of the unit and gives students an opportunity to practice what they learned.

A Read, circle, and write.

- What is **he / she** _____ on Monday?
She _____. (purchase books)
- What are **you / they** _____ on the weekend?
They _____. (watch the soccer game)
- What **is / are** we _____ tomorrow?
We _____. (go to the mall)
- What **is / are** you _____ this week?
I _____. (help out my friend)
- What **is / are** David and Judy _____ this Wednesday?
They _____. (type a paper)
- What are **you / he** _____ next month?
I _____. (go to the dentist)

NEW

A second grammar activity outlines the grammar used in the expansion structure of the unit and gives students an opportunity to practice what they learned.

Need to for Obligation

I/We/They **need to** organize my desk.

He/She **needs to** go to the bike shop.

B Underline and correct the mistakes.

1. They needs to go to the gymnastics. _____
2. She need to go to the recycling center. _____
3. We are need to do housework. _____
4. Ted and Violet needs to go to the mall. _____
5. My teacher need to checks my homework. _____
6. I needs to repairing my glasses. _____

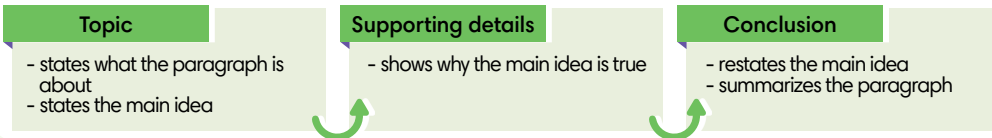
NEW

A writing guide teaches students the components of an essay and about different types of essays.

Writing

Writing Guide

Review: A paragraph is a group of sentences about the same topic or idea. It's important to use paragraph format when you write. A paragraph has three parts: a **topic sentence**, **supporting detail sentences**, and a **conclusion sentence**.



NEW

The first writing activity provides an excerpt of a sample essay that is provided as downloadable material. Students get an idea of what they have to write about and expand their knowledge with an annotation activity.

A Read the paragraph. Underline the topic sentence and the conclusion sentence. Highlight the supporting detail sentences.

My Plans

I have a lot of things to do this week. I need to type a paper for my English class. I'm not sure when I will do that. On Tuesday and Thursday, I'm going to gymnastics class after school. I need to do housework on Thursday because I am having a sleepover with my friends on Friday. Then, on Saturday, we are going to the mall together. So, I will be pretty busy all week. What are you doing this week?

NEW

The pre-writing chart has students brainstorm ideas and plan their essay.

B Look at the pre-writing chart. Write your plans for next week.

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

C Plan and write your own paragraph. Go to page 119 in the workbook.

HANG OUT! PLUS

CLIL: Sports



LIFE ON A SOCCER TEAM

CLIL reading passages connect the unit theme, vocabulary, and structures with an interesting topic. Cross-curricular learning and content language integrated learning (CLIL) are featured in a magazine-style presentation.



A Listen and read.

There are many professional soccer teams around the world. Let's learn about one of them.

Chelsea is a famous soccer team from England, based in London. The team started in 1905. It's more than 100 years old. The team is very competitive. They won their first English soccer championship in the 1950s. The team's players wear blue uniforms, and their mascot is Stamford the Lion. Stamford the Lion is named after Chelsea's stadium, Stamford Bridge. Many famous retired players have played for Chelsea, such as Didier Drogba and Petr Cech, and younger players, such as Kai Havertz and Mason Mount.

Q What is Chelsea, and when did it start?

A professional soccer team has a very busy schedule. Chelsea competes in soccer games for much of the year—each season is about nine months long. The players need to practice a lot so that they can improve. They practice between four and six hours a day! They need to eat healthy food, too. Eating healthy food keeps their bodies and minds strong.

Q Why do the players need to eat healthy food?

How busy is Chelsea each season? Take a look at their October schedule. They play one game each week.

Chelsea's October Schedule				
Date	Day	Time	Teams	Location
October 2	Monday	8:00 p.m.	Fulham vs. Chelsea	Away
October 7	Saturday	3:00 p.m.	Tottenham vs. Chelsea	Away
October 21	Saturday	3:00 p.m.	Chelsea vs. Arsenal	Home
October 28	Saturday	3:00 p.m.	Chelsea vs. Brentford	Home

Q What time is Chelsea playing on Saturday, October 7?

Being a soccer player is definitely hard work. The athletes work hard to get better and better. It's important if they want to win.



B Read the questions and underline the answers.

C Read and circle.

- What has the same name as Chelsea's stadium?

a Chelsea's home country	b Chelsea's mascot
c Chelsea's home city	d Chelsea's biggest building
- What do the players NOT need to do?

a practice four to six hours a day	b eat healthy food
c play in four games a week	d compete for nine months
- Who is Chelsea playing first in October?

a Arsenal	b Brentford
c Tottenham	d Fulham
- Which statement is NOT true?

a Chelsea plays an away game on Monday.	b Chelsea plays an away game on October 7th.
c Chelsea plays a home game on October 2nd.	d Chelsea plays a home game on October 28th.

D  Listen and answer the boy's questions.

- | | | |
|------------------------|----------------------------|------------------------------|
| a Honey the Cow | b Stamford the Lion | c Winston the Cheetah |
| a Wayne Rooney | b Lionel Messi | c Petr Cech |
| a seven months | b nine months | c eleven months |

E Discuss.

- What can you learn from team sports?
- What are some of the pros and cons of being a professional athlete?

Reading comprehension activities check students' understanding.

Listening comprehension lets students use their listening skills at an advanced level. The students listen to the questions, which are not given in the book, and choose the correct answers.

Discussion questions let students think critically and organize their ideas on a certain topic.

NEW

NEW

All-new project pages

Project



Poster

NEW

Projects and activities

in levels 5-6 allow students to focus on advanced speaking. Levels 5-6 contain various types of projects such as discussions, debates, and posters. Each project involves students researching a chosen topic.

A Preview.

1. Look at the pictures below. What are their jobs? What do they do?
2. What do you think they need to do every day/week? Why?
3. What would their weekly plan look like?



B Read and brainstorm.

Research a certain job. Make a weekly plan.

Poster projects allow students to collaborate and create posters on a chosen topic. Students practice their speaking skills by giving a short presentation.

- What does that job do?
- What are some things that person has to do every day?
- What are some things that person has to do every week?

NOTES

C Create a poster.

D Write your own presentation script.

Speech Tip

Using speech transition words and phrases allow you to smoothly move from one point to another in your speech.

Starting speech	First,... Let's begin with... I will first cover...
Providing details	Also,... In addition,... Furthermore,...
Ending speech	Finally,... Lastly,... In conclusion,...

E Present your poster.

F Listen and give feedback.

Classmate's name : _____

Speaks clearly ①—②—③—④—⑤

Pace ①—②—③—④—⑤

Engages the audience ①—②—③—④—⑤

Understands the topic ①—②—③—④—⑤

What did you like?

What can be better?

NEW

Peer review and summary activities give students an opportunity for peer evaluation and allow students to consolidate their learning by reflecting on what they have learned. Students are also given a chance to reflect on their classmates' ideas.

UNIT 7 Daily Activities

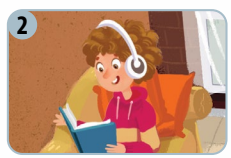


Picture-based vocabulary activities review the unit vocabulary while consolidating writing skills.

A Read and trace the words.



play soccer



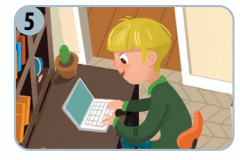
listen to music



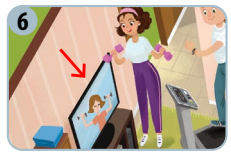
eat



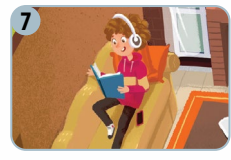
study



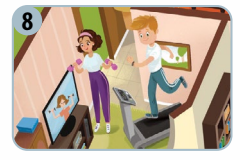
use the computer



watch TV



read



exercise

Awareness-building activities reinforce the key structure.

B Read and write.

1. What is Emma doing?
She is _____ soccer.
2. What is Brian doing?
He is _____ a book.
3. What are you doing, Alex?
I am _____ French.
4. What is Lisa doing?
She is _____ a snack.
5. Clare and Steven are in the living room. What are they doing?
They are _____ TV.

C  **Listen and check.**



- playing soccer
- using a computer



- studying French
- watching TV



- listening to music
- reading a book



- exercising
- eating a snack

Listening activities are included to ensure students build familiarity with the vocabulary and structure in a range of contexts.

D **Read and match.**

- 1. He's eating a snack. •
- 2. She's exercising. •
- 3. They're studying. •
- 4. They're watching TV. •



Activities ensure comprehension of the first structure and vocabulary set.

HANG OUT! PLUS

Listening

Short listening passages present the unit vocabulary and structure in a different context.

A Listen and circle.

- a**  **b**  **c** 
- a**  **b**  **c** 
- a**  **b**  **c** 

Listening activities progress from focusing on overall understanding to specific details.

B Listen and write.

- John _____ the computer.
- Mina _____ math.
- Adam and James are in the park.
They _____ soccer.

Listening activities build recognition and awareness of grammatical structures.

C Listen again and write their names.

- a**  **b**  **c** 
- _____
- _____
- _____

Writing

A Look, circle, and write.

1. What is / are Akira and Eric doing?
They _____.

2. What is / are Alex doing?
He _____.



3. What is / are Brian doing?

Writing activities build students' familiarity with the structure of the unit and provide guidance through a wide range of activity types.

B Listen and write.



Hi, Emma. What are you **1** _____?

Hi, Alex. I'm **2** _____ to music.
What are **3** _____ doing?



I'm **4** _____ French.

Ah, OK. What **5** _____ William and Liz
6 _____?



They're **7** _____.

Transcription and writing activities have students practice their writing and listening comprehension.

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Vocabulary

A Look and find.

Games such as word puzzles, crosswords, and word searches help students to reinforce their knowledge of the new vocabulary.

U	I	P	O	L	A	T	H	H	W	Q
D	B	E	D	R	O	O	M	E	R	K
I	D	F	O	Y	N	X	I	C	B	M
N	B	A	T	H	R	O	O	M	E	Z
I	O	K	I	T	C	H	E	N	D	H
N	O	B	B	A	C	K	Y	A	R	D
G	M	C	S	L	A	W	E	T	O	O
R	L	I	V	I	N	G	R	O	O	M
O	M	I	N	G	A	R	A	G	E	K
O	V	A	R	J	K	T	F	A	L	M
M	H	A	L	L	E	F	S	C	S	U



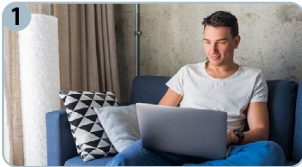
Speaking

Speaking activities are presented through dialogues followed by listening and writing so that students can review their learning.

A



Listen and circle. Then, say.



1

1. Where is he?
He's in the garage / living room.

2. What is he doing?
He's using the computer / listening to music.



2

3. Where is she?
She's in the kitchen / backyard.

4. What is she doing?
She's reading / eating lunch.

Grammar

NEW

Grammar activities review and reinforce students' knowledge of the unit's grammar points.

A

Look and answer the questions using *in*.



1

Where is Ben?

He _____.



2

Where is Sarah?

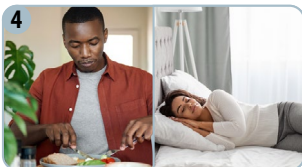
She _____.



3

Where are Lisa and Max?

They _____.



4

Where are Jon and Mary?

Jon _____.

Mary _____.

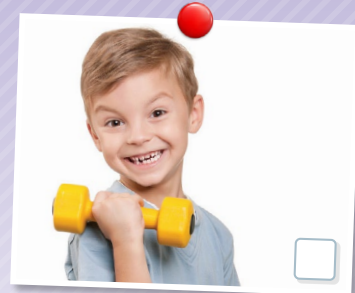
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My Day

CLIL

CLIL pages mirror and expand on the CLIL themes in the Student Book.

A  50 Listen. Number the pictures in order.



B  51 Listen again and check.

1. It is morning. Peter is exercising.
2. Peter is studying at school.
3. Peter is eating breakfast in the kitchen.
4. Peter is watching TV in his bedroom.

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

C  52 Listen again. Write the activity.



in the kitchen



in the living room



at school



in the bedroom

Phonics

Additional phonics activities build upon the sounds learned in the Student Book.

A Listen, say, and write.



k _ te



b _ ke



p _ e



exerc _ se

B Circle the long *i* words.

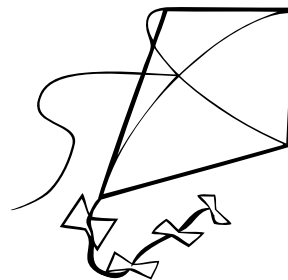
long i words

Start →	bike	light	dining room	exercise
Finish ←	living room	pie	kite	listen

C Read aloud. Then, color the picture.

1. I ride my bike in the afternoon.
2. I like to fly my green kite.
3. We are in the dining room eating pie.
4. I'm exercising in the hall.

For the portfolio, see page 99.



Short reading activities build students' confidence with the target sounds.

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Unit 1 School Things

A Look at page 17 in your student book. What is in your backpack?
Draw a picture and color it.

Portfolio pages at the back of the Workbook allow students to demonstrate what they have learned with a final output for the unit.

Coloring and drawing activities let students personalize their learning.

Writing frameworks assist students in creating complete sentences and provide lower-level learners with added confidence.

B Choose three things. Write about them.

In my backpack, I have _____.

It is _____.
(color)

I have _____. It is _____.
(color)

I have _____. They are _____.
(color)



Unit 1 Check Up

Check the words you know.

School Things

- | | | | |
|---|-------------------------------------|---------------------------------|--------------------------------------|
| <input type="checkbox"/> backpack | <input type="checkbox"/> pencil | <input type="checkbox"/> pen | <input type="checkbox"/> eraser |
| <input type="checkbox"/> lunchbox | <input type="checkbox"/> textbook | <input type="checkbox"/> crayon | <input type="checkbox"/> pencil case |
| <input type="checkbox"/> pencil sharpener | <input type="checkbox"/> glue stick | <input type="checkbox"/> ruler | <input type="checkbox"/> paintbrush |
| <input type="checkbox"/> marker | <input type="checkbox"/> notebook | <input type="checkbox"/> tape | <input type="checkbox"/> stapler |

Read and check what you can do.

Speaking

- I can name things at school.
- I can say what I have and what I don't have.

Listening

- I can understand when someone talks about school things.
- I can understand when people say what they have.

Reading

- I can read and understand short passages about school things.

Writing

- I can write a few sentences describing the things I have in my backpack.

Phonics

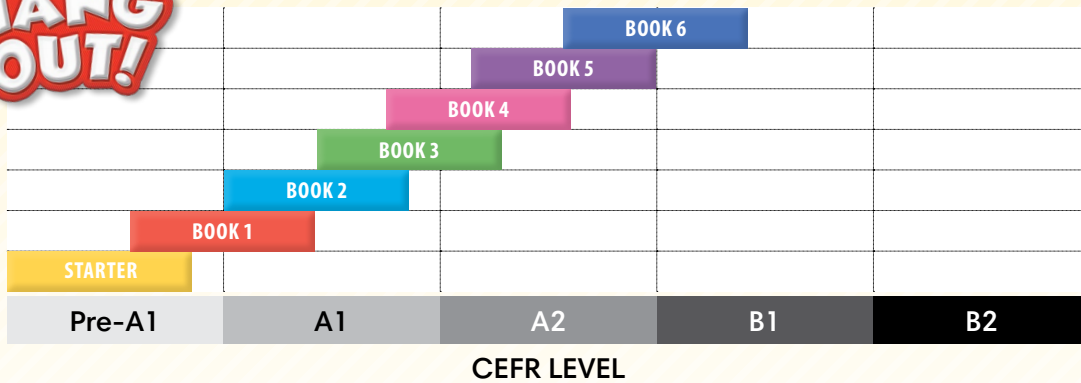
- I can make the long *i* sound.



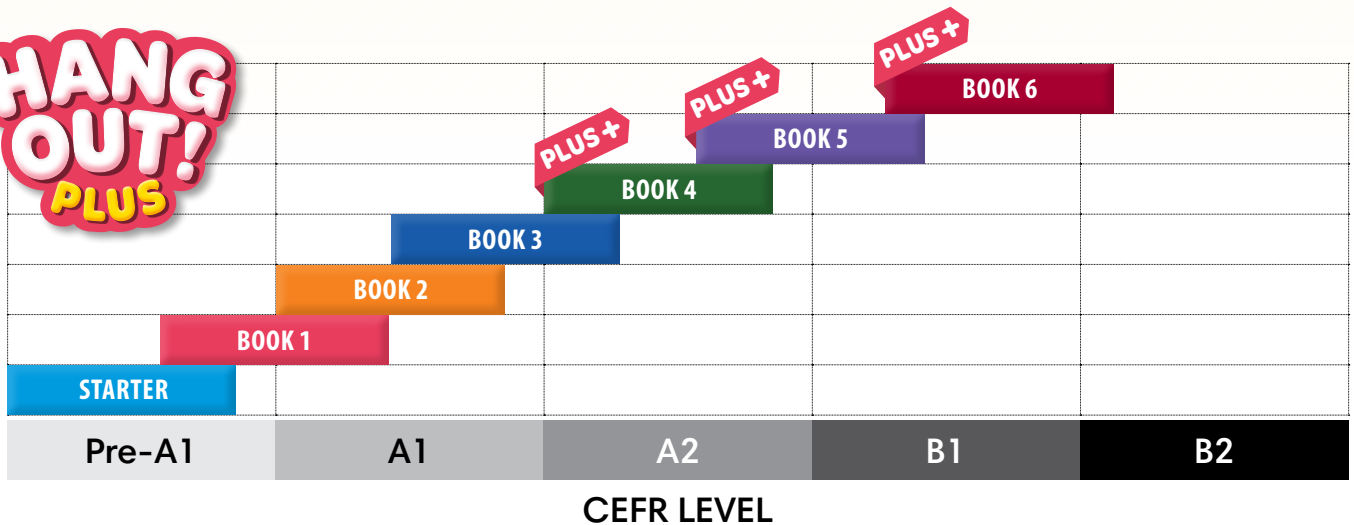
Check-up sections provide a check-list of the learning objectives for the unit and help students, teachers, and parents track what students have learned.

HANG OUT! PLUS EXPANDED LEVELING

**HANG
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New features include...

- An increased CEFR level cap: exiting at CEFR B2
- Renewed design and illustrations
- Renewed comics and animations
- 10 units per level
- Dedicated grammar pages
- Enhanced, scaffolded writing curriculum with paragraph and essay writing
- Creative projects, crafts, games, and collaborative activities

HANG OUT! PLUS

HANG OUT! PLUS is a seven-level coursebook series designed specifically for elementary learners of English. *Hang Out! Plus* includes an accelerated CEFR level structure, expanded content, additional materials, and renewed comics and illustrations. Students will learn by following a family of characters in their daily lives. With vivid illustrations, realistic readings, and engaging comics, students will build their knowledge of high-frequency vocabulary, common grammar structures, and useful expressions. Every unit of *Hang Out! Plus* has dynamic activities and features, such as engaging stories, comics, CLIL readings, projects, songs, chants, and more to improve reading, writing, listening, and speaking skills.

Features

- Interesting characters and realistic contexts
- Engaging activities covering all four skill areas
- Upgraded and systematic CEFR-based curriculum
- Vividly animated comics
- Enhanced CLIL readings
- Project-based learning
- Teacher's Guide with extensive classroom notes
- Free downloadable worksheets to expand on lessons
- Interactive whiteboard support and digital content

