

STUDENT BOOK

HANG OUT!

STARTER



Sampler

Lucas Foster

HANG OUT!

COURSE FEATURES

- Attractive design
- Funny stories
- Catchy songs and chants
- Project portfolios
- Free downloadable teacher's resources

The Hang Out series takes students gradually from CEFR pre-A1 to B1 level.

	Pre A1	A1	A2	B1
Starter				
Level 1				
Level 2				
Level 3				
Level 4				
Level 5				
Level 6				

Meet the Kemp family



HANG OUT!

Student Book



Vocabulary set 1 & core structure



Song, reading, and speaking



Vocabulary set 2 & expansion structure



Linked-content reading



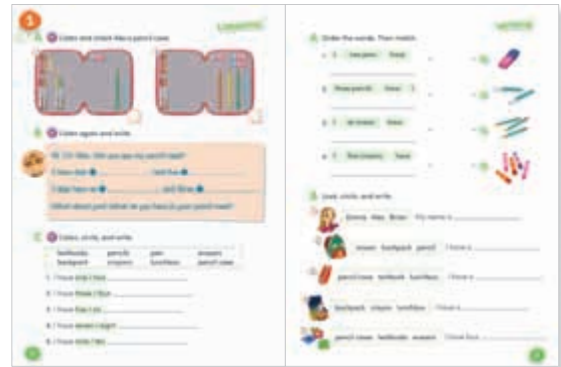
Comprehension, phonics, and writing

Unit Overview

Workbook



Additional practice with vocabulary set 1 & core structure



Additional practice through listening and writing activities



Additional practice with vocabulary set 2 & expansion structure



Listening activities using a parallel passage

Phonics



Portfolio page



Check up

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unit

1

School Things

Q What do you have in your backpack?

Colorful images introduce the first eight vocabulary items to students.

Simple monolog by one of the characters introduces the vocabulary and structure of the unit in a situational context.

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

A 007 Listen and say.



backpack

2



pencil

3



pen

4



eraser

5



lunchbox

6



textbook

7



crayon

8



pencil case

10

B 008 Look and listen.

C 009 Listen and point at the picture.



- Things for school
- Saying what you have and what you don't have

1

D   Sing a song. Turn to page 112.

Fun song provides an exciting opportunity for students to learn the target structure and vocabulary of the unit.

E Look at the picture and say.

I have one pen.

I have five pens.



Extra!

Look in your backpack. What do you have? Draw a picture.

11

Speaking activity reinforces the learning objectives.

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1

A



Listen and sing. Then write the number and say.

Song

Review song allows students to produce the learned vocabulary and structure and is followed up with a comprehension activity.

1. I have _____ 

2. I have _____ 

3. I have _____ 

4. I have _____ 

5. I have _____ 

8

Read and answer.



Reading

Short reading presents the structure and vocabulary in a new context.

Lost Pencil Case

Where is my pencil case? It's blue and yellow. Inside,

I have ① four . I also have ② eight . I have

③ two . And I have ④ three .

Please call Brian, (555) 552-4425.



Comprehension activity strengthens and confirms the students' understanding of the new vocabulary and structure.

What does Brian write about his pencil case?

1. I have four _____.

2. I have eight _____.

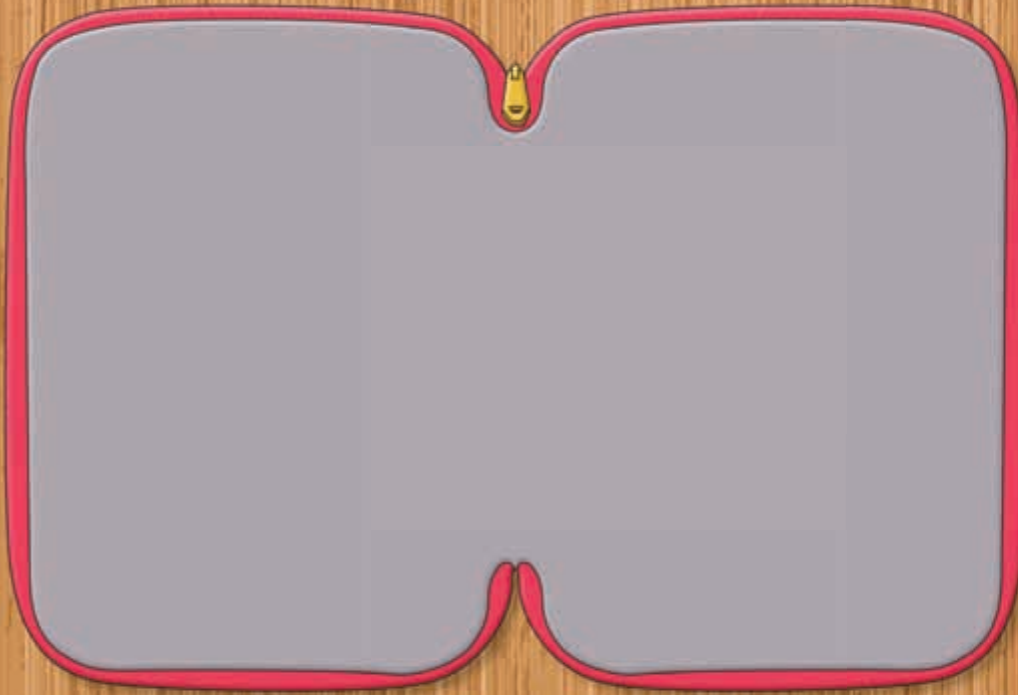
3. I have two _____.

4. I have three _____.

12

Speaking **1**

A Put things in the pencil case. Use the stickers.



Preparation activity helps students get ready for the speaking task with puzzles, stickers, drawing, coloring, and more.

B What is in your partner's pencil case? Ask and answer. Then write and tell.



What do you have in your pencil case?

I have one pencil.

I have two pencils.



Speaking task requires students to share information about part A, and allows teachers to monitor students' comprehension and use of target structure and vocabulary.

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1

Story

A Listen and repeat.

Comic-book style story lets students follow the main characters in amusing situations.



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

B Role-play the story.

C Read the story again. Then answer.

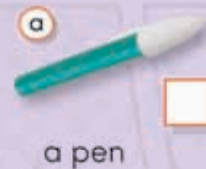
Comprehension activity checks students' understanding of the story and focuses on the key vocabulary and structure.

14

1. What does the boy want?



2. What does the teacher want?



Expand

1

A **013** Listen and say.



More colorful images introduce the second eight vocabulary items to students.

Follow-up vocabulary activity helps students recognize the key words.

Picture-based substitution drill provides practice using the vocabulary and structure.

B **014** Listen and draw.

C **015** Listen. Then look at the pictures. Ask and answer.



Do you **have** a stapler? Yes, I **do**.
No, I **don't**. I **don't** have a stapler.



*don't = do not



D **016** Chant. Turn to page 112.

Extra!

What do you have in your pencil case? Draw a picture.

Exciting chant reinforces the vocabulary and structure.

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1 Education

A 017 Listen and read.

Students of the Future

Reading passage connects the unit theme, vocabulary, and structures with an interesting topic. Cross-curricular learning (CLIL) and intercultural learning content are featured with a magazine-style presentation.

My name is Wei. I go to a special school. I don't have a textbook. I use a computer instead. We read on the computer. We also watch videos.



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



16

Connect

1



I don't use pencils or pens. I don't have a notebook. I do my work on a computer, too. We use a tablet computer in art class. We draw on it. But we have crayons and paintbrushes, too. And we have lunchboxes. I love lunch!

B Answer the questions. Circle.

1. What does Wei use in class?

- a notebook a computer a textbook

2. Where does Wei draw?

- on paper in a notebook on a tablet

Comprehension activity checks students' understanding and reinforces new vocabulary.

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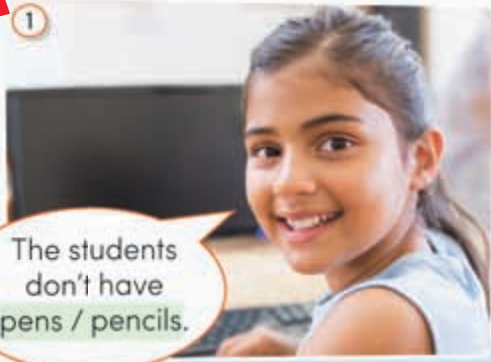
1



Listen and circle. Then answer the questions.

Linked-skills activity incorporates listening and reading; students listen and determine whether statements are correct or incorrect.

1



The students don't have pens / pencils.

Is she right? Yes No

2



The students have / don't have lunchboxes.

Is he right? Yes No

3



The students have textbooks / computers.

Is she right? Yes No

4



The students have / don't have paintbrushes.

Is he right? Yes No

What does Wei have in his classroom? Circle and say.



Summary activity checks the students comprehension of the reading passage and provides the basis for an overall summary of the content.

18

Phonics **1**

A Listen, point, and say.

long u



cute



Tuesday



boots

B Say the words. Underline the letters that make the long u sound.



glue stick



ruler



school



blue

Phonics activity, in levels 1 & 2, builds the students' spelling skills and ability to sound out words.

Writing

A Look in your backpack. Fill in the chart.

	How many?	What do you have?
I have	<u>two rulers</u>	<u>I have two rulers</u>
I have	_____	_____
I have	_____	_____
I have	_____	_____

Writing graphic organizer provides a framework for a short writing project. Students can plan their project with teacher assistance and complete it on the portfolio worksheet in the Workbook.

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unit

1

School Things

A Trace the words. Then match.

textbook

crayon

pencil

backpack



pencil case

pen

eraser

lunchbox

B Look at the picture. Write the number and circle the correct word.

1. ____ eraser / erasers

2. ____ pen / pens

3. ____ crayon / crayons

4. ____ backpack / backpacks

5. ____ pencil case / pencil cases

6. ____ lunchbox / lunchboxes

7. ____ textbook / textbooks

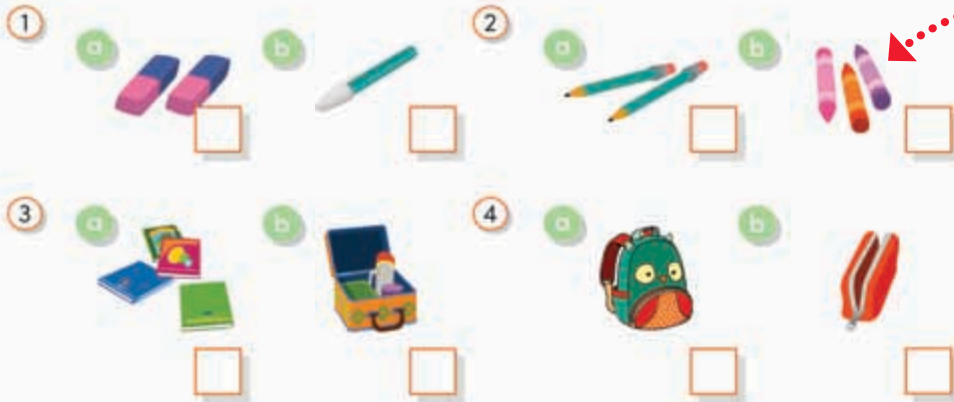
8. ____ pencil / pencils

6

Picture-based vocabulary activity reviews the unit vocabulary while consolidating writing skills.

Awareness-building activity reinforces the key structure.

C 02 Look, listen, and check.



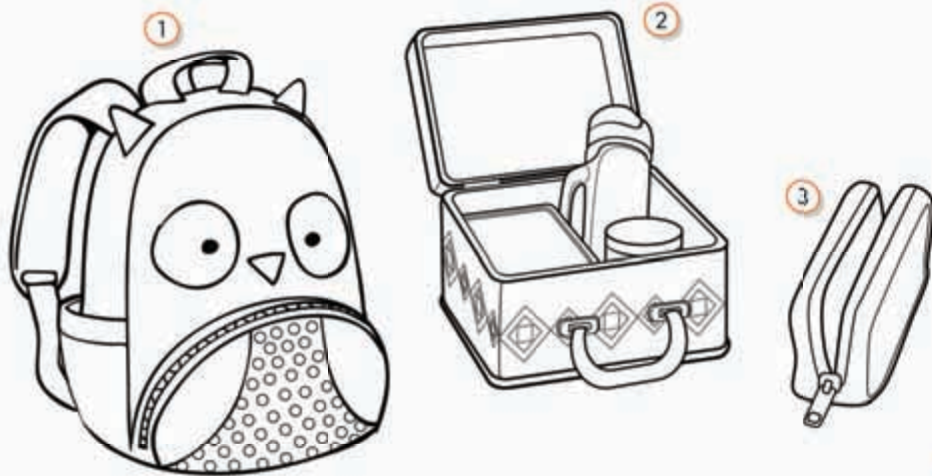
Listening activities are included to ensure students build familiarity with the vocabulary and structure in a range of contexts.

D 03 Listen and circle. Then color.



I have a **1** pencil case / backpack. It is red.
 I have a **2** lunchbox / textbook. It is green.
 I have a **3** pencil case / crayon. It is blue.

Activities modeled on major English assessment tests build students' test-taking skills and abilities.



7

Coloring activities are included to stimulate students' creativity.

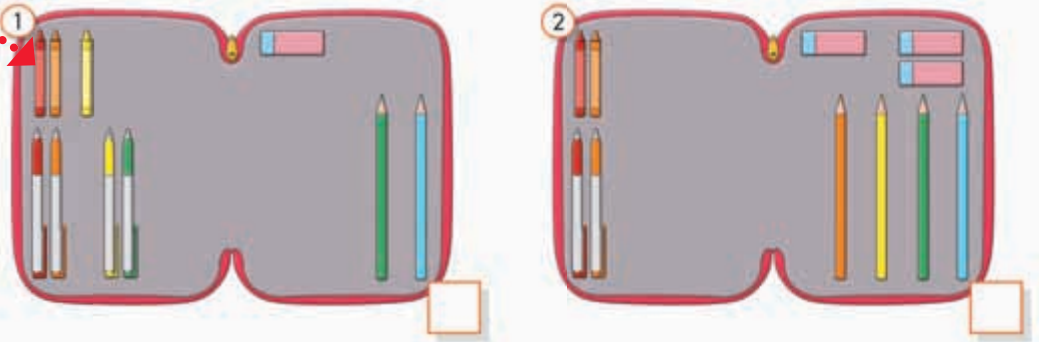
HANG OUT!

1

A Listen and check Alex's pencil case.

Listening

Short listening passage presents the unit vocabulary and structure in a different context.



B Listen again and write.

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



Hi, I'm Alex. Can you see my pencil case?

I have four ① _____ and two ② _____.

I also have an ③ _____ and three ④ _____.

What about you? What do you have in your pencil case?

C Listen, circle, and write.

textbooks	pencils	pen	erasers
backpack	crayons	lunchbox	pencil case

Listening activity builds recognition and awareness of grammatical structures.

1. I have **one / two** _____.

2. I have **three / four** _____.

3. I have **five / six** _____.

4. I have **seven / eight** _____.

5. I have **nine / ten** _____.

8

Writing

A Order the words. Then match.

1. I two pens have

2. three pencils have I

3. I an eraser have

4. I five crayons have

a



b



c




d



Writing activity builds students' familiarity with the structure of the unit and provides guidance through a wide range of activity types.

B Look, circle, and write.

1  Emma Alex Brian My name is _____

2  eraser backpack pencil I have a _____

3  pencil case textbook lunchbox I have a _____

4  backpack crayon lunchbox I have a _____

5  pencil cases textbooks erasers I have four _____

Copying and tracing supports lower-level learners and aids in building students' confidence.

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1



A Look at the pictures. Find and circle the words.

Vocabulary

pencil sharpener glue stick ruler paintbrush
marker notebook tape stapler

Fun games, such as word puzzles, word searches, and crosswords, help students to reinforce their new vocabulary.

1



cepencil sharpenerer

2



pespaintbrushed

3



pestapleref

4



efnotebooked

5



rulershef

6



rtapeefreesf

7



rmarkerrshef


8



rglue sticktef

10

Speaking

A  Listen, repeat, and check.

- 1. Do you have a stapler? Yes, I do. No, I don't.
- 2. Do you have a notebook? Yes, I do. No, I don't.
- 3. Do you have a ruler? Yes, I do. No, I don't.

B Look and write.



- 1. Do you have a ruler?
Yes, _____
- 2. Do you have a pencil sharpener?
Yes, _____
- 3. Do you have a glue stick?
No, _____



- 4. Do you have a paintbrush?
Yes, _____
- 5. Do you have a stapler?
No, _____
- 6. Do you have tape?
No, _____

C  Listen and repeat. Check your answers to **B**.

11

Key dialog pairs of the unit are reviewed and consolidated through listening and writing activities.

Listen and repeat section builds automaticity.

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1


Students of the Future

Connect

Listening passage mirrors and expands on the content in the Connect reading section of the Student Book.



Easy-to-understand activities assess students' understanding of the overall meaning and details in the listening passage.

A  What does Wei have? Listen and circle.

a



b




c



d



B  Listen again and check.

1. Wei uses a pen in school.
2. There are only computers for class.
3. The students use a tablet.
4. The students watch videos.

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"/>

12

Phonics

A Listen, say, and write.

1



gl _ _

2



bl _ _

3

sch _ _ l



4



r _ _ ler

5

igl _ _



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

B Connect, write, and say.

C Read aloud. Then color the picture.

1. I have a blue pen.
2. What do you have in your igloo?
3. I have a glue stick and a ruler.
4. The school is yellow.

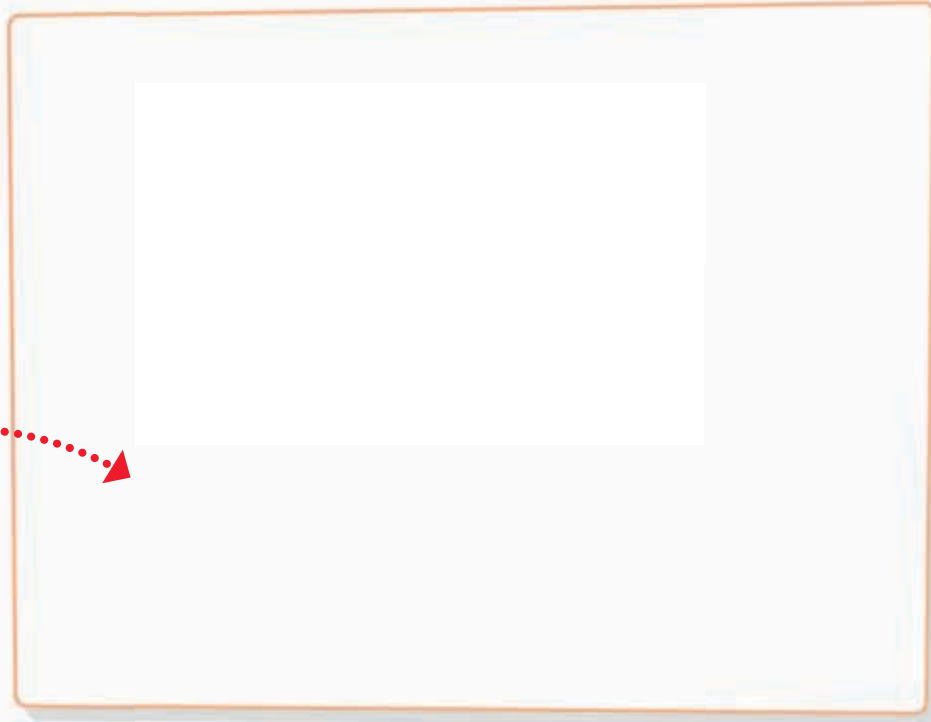


Short reading activity builds students' confidence with the target sounds.

For the portfolio, see page 79.

My School Things

A Look in your backpack. What do you have? Draw the items and color them.



B Choose three things. Write about them.

In my backpack, I have _____.

It is _____.

I have _____. It is _____.

I have _____. They are _____.

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

Coloring and drawing activity lets students personalize their learning.

Writing framework assists students in creating complete sentences and provides lower-level learners with added confidence.

1

CHECK UP

Check the words you know.

Things in a School

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

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 someone says 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 u* sound.

Check up section provides a checklist of the learning objectives for the unit and helps students, teachers, and parents track what students have learned.

You Did It!



Scope and Sequence

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

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, friend, grandfather, grandmother, grandparents, mother, 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"> Talking about your own or others' 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 	Body and face: 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