

**Listen Up,**

**Speak Out**

**2**



# Scope and Sequence

How to Use This Book ..... page 4

★ Unit ★  
1  
page 6

Title	My First Day at School	CLIL Social Studies
Unit Objective	Explain what to do on the first day of school	
Vocabulary	desk, book, ruler, classroom, calendar	
Passage 1	Good to Meet You	114 WPM
Passage 2	Where Is My Class?	
Passage 3	Welcome to Room 215	

★ Unit ★  
2  
page 14

Title	My Day	CLIL Science
Unit Objective	Discuss the things you do on weekdays and weekends	
Vocabulary	brush, go to bed, pajamas, wake up, walk to school	
Passage 1	What Do You Do After School?	116 WPM
Passage 2	Tell Me About Your Day	
Passage 3	Who Do You Skateboard With?	

★ Unit ★  
3  
page 22

Title	All of Us	CLIL Social Studies
Unit Objective	Talk about your home and family	
Vocabulary	parents, brother, family, grandmother, baby	
Passage 1	Do You Have Any Brothers or Sisters?	117 WPM
Passage 2	Do You Live with Your Parents?	
Passage 3	This Is My Baby Brother	

★ Unit ★  
4  
page 30

Title	At School	CLIL Education
Unit Objective	Explain what you like and dislike about school	
Vocabulary	study, science, interesting, schedule, math	
Passage 1	It's My Favorite!	118 WPM
Passage 2	Can You Help Me?	
Passage 3	Who's Your Favorite Teacher?	

★ Unit ★  
5  
page 38

Title	On the Farm	CLIL History
Unit Objective	Talk about the animals and activities on a farm	
Vocabulary	animal, run, ride, sleep, farmer	
Passage 1	What's the Farmer Doing?	118 WPM
Passage 2	Do You Have Lots of Animals?	
Passage 3	Welcome to My Farm	

★ Unit ★  
6  
page 46

Title	What Do You Want to Eat?	CLIL Food Science
Unit Objective	Discuss the foods that you usually eat	
Vocabulary	plate, delicious, soup, dessert, salad	
Passage 1	What Do You Have for Breakfast?	115 WPM
Passage 2	I'm So Hungry!	
Passage 3	It Sounds Delicious!	

★ Unit ★  
**7**

page **54**

<b>Title</b>	Let's Go Shopping!	<b>CLIL</b> History
<b>Unit Objective</b>	Discuss a shopping trip to the mall	
<b>Vocabulary</b>	clothing store, buy, shoe store, food court, money	
<b>Passage 1</b>	Let's Look at Books	129 WPM
<b>Passage 2</b>	Do You Want to Go to the Mall?	
<b>Passage 3</b>	I Know Where They Are	

★ Unit ★  
**8**

page **62**

<b>Title</b>	Weekends Are Fun	<b>CLIL</b> Physical Education
<b>Unit Objective</b>	Talk about the things you do on the weekend	
<b>Vocabulary</b>	river, fishing, bicycle, mountain, skiing	
<b>Passage 1</b>	I Bought a New Bicycle	124 WPM
<b>Passage 2</b>	It Was Exciting	
<b>Passage 3</b>	Did You Have Fun?	

★ Unit ★  
**9**

page **70**

<b>Title</b>	We Won!	<b>CLIL</b> Physical Education
<b>Unit Objective</b>	Talk about playing sports and competitions	
<b>Vocabulary</b>	team, score, win, basketball, lose	
<b>Passage 1</b>	Did You Score?	124 WPM
<b>Passage 2</b>	I Didn't Play Well	
<b>Passage 3</b>	How Often Do You Go?	

★ Unit ★  
**10**

page **78**

<b>Title</b>	My Party!	<b>CLIL</b> Social Studies
<b>Unit Objective</b>	Explain the theme and location of a party	
<b>Vocabulary</b>	present, invitation, costume, party, decorate	
<b>Passage 1</b>	When Is the Party?	118 WPM
<b>Passage 2</b>	I'm So Excited!	
<b>Passage 3</b>	Guess What!	

★ Unit ★  
**11**

page **86**

<b>Title</b>	How Is the Weather?	<b>CLIL</b> Science
<b>Unit Objective</b>	Talk about weather conditions	
<b>Vocabulary</b>	cloudy, lightning, fine, rain, sunny	
<b>Passage 1</b>	Is it Sunny?	121 WPM
<b>Passage 2</b>	Thunder and Lightning	
<b>Passage 3</b>	That's Too Bad	

★ Unit ★  
**12**

page **94**

<b>Title</b>	Vacation Time	<b>CLIL</b> Physical Education
<b>Unit Objective</b>	Discuss plans for vacations	
<b>Vocabulary</b>	airplane, surf, hotel, vacation, sledding, paint	
<b>Passage 1</b>	Are You Doing Anything?	121 WPM
<b>Passage 2</b>	Have Fun!	
<b>Passage 3</b>	I Will Paint You	

# How to Use This Book

Each unit in this book includes nine parts designed to assist young learners of English in discovering their English listening and speaking abilities.

Each unit presents the skills needed to listen and speak effectively about a range of everyday topics relevant to the lives of young learners. The series introduces students to a variety of high-frequency vocabulary and grammar structures necessary for building a foundation in English. In addition, there are online supplemental materials to give learners additional practice.

## Student Book

### Warm-Up

*Part A* introduces the main target words for the unit. Students match the words with the picture. This visual support enables students to create an association with new words. Because answers may vary, a sample is provided in the answer key.

*Part B* introduces key expressions which appear in the unit. Students match expressions with the appropriate responses.

**Unit 1 My First Day at School**

**Warm-Up**

**A** Find the words and number them in the picture.

**B** Match the expressions. Listen and check your answers.

**Listening Practice 1**

**A** Listen and circle the word or phrase you hear.

**B** Listen. Write the letter that matches the picture.

**C** Listen and fill in the blanks.

### Listening Practice 1

*Part A* focuses on target vocabulary, *Part B* incorporates target vocabulary and the target grammar for the unit, and in *Part C* students complete a mini-dialogue.

### Listening Practice 2

Exposure to the target vocabulary and grammar is provided in an extended dialogue. Students practice the academic skill of note-taking and then answer three comprehension questions.

**Listening Practice 2**

**A** Listen and write notes.

**B** Listen again and answer the questions.

**Listening Practice 3**

**A** Listen and answer the questions.

**B** Listen again and choose T for true or F for false.

**Useful Expression**

get along with

As Jim and Lisa are kind and friendly,

they always get along with them because they are nice.

### Listening Practice 3

This section provides additional exposure to the target vocabulary of the unit in a new context. Students complete a variety of activities including filling in charts, identifying parts of a picture, and answering True/False and comprehension questions. This section also introduces a useful expression: a challenging, but practical English phrase.

## Speaking Practice

In *Speaking Practice*, students produce the vocabulary and grammar of the unit in short role plays with classmates.

## On Your Own

This section reviews target vocabulary and grammar for the unit and provides students with an opportunity to use what they have learned in personalized speaking and writing activities.

**Speaking Practice**

A Listen and say. Practice with a friend.

Hi! What's your name?  
My name is Mel.  
How old are you?  
I'm 12 years old.  
It's nice to meet you, Mel.

B Speak with a friend. Use the conversation in Activity A and these words to help you.

Molly	Matt	Michael	Peter	Sally
9	11	12	12	14

C Choose a person below. Then role-play with a group of friends. Find out each other's names and ages.


**On Your Own**

A Ask your partners. Write down their answers.

Name?	How old?	Class?	Classroom?

• What is your name? • How old are you?  
• Do you wear glasses? • What room number is your classroom?

B Use the information above. Write about one of your partners.

**My Partner**

My partner's name is Gina. She is 10 years old. She wears glasses. Her classroom is room 14. Gina gets along with her friends.

## Discover

In this CLIL (Content and Language Integrated Learning) section, students listen to a monologue on a topic that moves away from the English classroom and into the wider world of learning. Students are also able to practice their writing skills.

## Wrap-Up

This engaging task differs between units. Students listen to a monologue or dialogue and review their understanding of the unit theme, vocabulary, and grammar.

## Quiz

Quiz reviews the material covered in the unit in test format.

**Discover**

A Listen and complete. One word is not in the box.

teacher students parent lessons home

**Home-schooling**

Children learn at school. But some children learn at 1 \_\_\_\_\_ instead. They don't go to school. Their teacher is a 2 \_\_\_\_\_ or a tutor. These parents think schools aren't good enough. They can teach their children better. They can plan the 3 \_\_\_\_\_ better for their children. But these children can't meet other 4 \_\_\_\_\_. So their parents help them meet friends.

**Wrap-Up**

A Listen and circle the correct picture. What are they talking about?

1. 2. 3.

B Listen and choose the best response.

5. a. Here are your glasses.      6. a. No, she is not here.  
b. This is your desk.        b. Yes, she is very kind.  
c. It's room 23.                c. Yes, I am 11.

C Listen to the dialogue. Choose T for true or F for false.

7. It is the girl's first day at school.      T      F  
8. The man is not happy to meet Mary.      T      F

D Listen to the speaker. Choose the correct answer.

9. Who is the speaker?      10. Where is the speaker?  
a. A teacher                a. In the classroom  
b. A student                b. In the playground

## Downloadable Supplemental Materials

Midterm Tests, Final Tests, MP3 Audio, Word Lists, Word Tests, Transcripts, and Answer Keys provide additional teacher and student support.

Unit  
**1**

# My First Day at School









**Warm-Up**

**A** Find the words and number them in the picture.



- 1 desk
- 2 book
- 3 ruler
- 4 classroom
- 5 calendar
- 6 glasses

**B** Match the expressions. Listen and check your answers. 

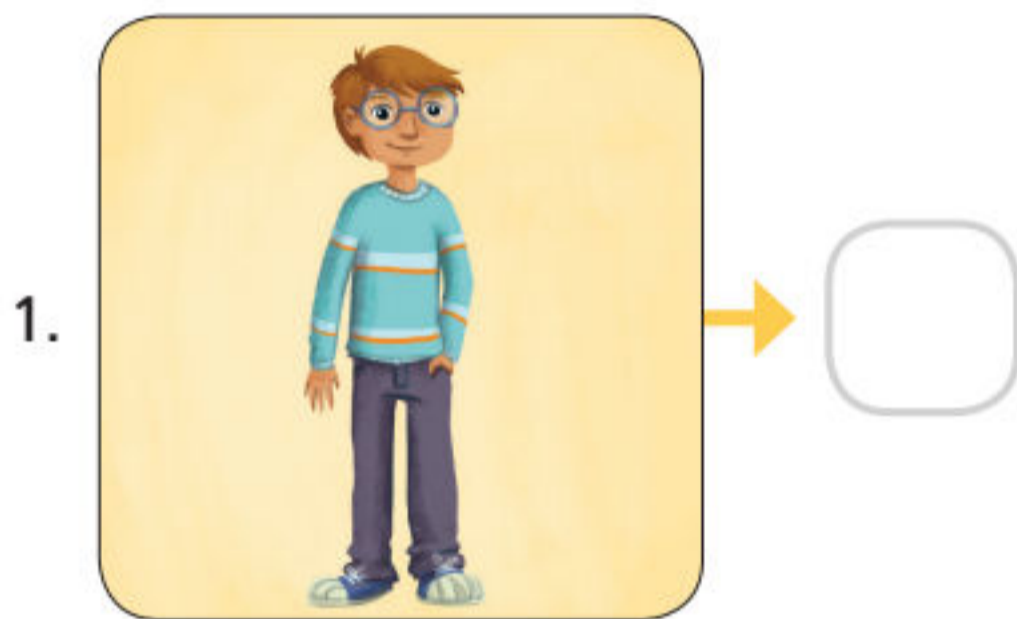
- |   |   |   |   |
|---|---|---|---|
| 1.  Hello! What's your name? | • | • | a.  Nice to meet you, too. |
| 2.  How old are you?         | • | • | b.  My name is Mel.        |
| 3.  It's nice to meet you.   | • | • | c.  I'm 10 years old.      |

# Listening Practice 1

**A** Listen and circle the word or phrase you hear.  Track 02

1. Hello, everyone. My name is (Mary Jones / Maria Green).
2. I am (12 / 13) years old.
3. Nice to meet you, (Janet / Michael).

**B** Listen. Write the letter that matches the picture.  Track 03



**C** Listen and fill in the blanks.  Track 04

A: Hi, ❶ \_\_\_\_\_ your name?

B: My ❷ \_\_\_\_\_ is Matt.

A: It is ❸ \_\_\_\_\_ to meet you, Matt.

### Word Box

name / nice  
good / old  
is Amy / what's

## Listening Practice 2

**A** Listen and write notes.  Track 05



Peter's \_\_\_\_\_  
Day at School

- Meets \_\_\_\_\_
- (Wears / Doesn't wear)  
\_\_\_\_\_

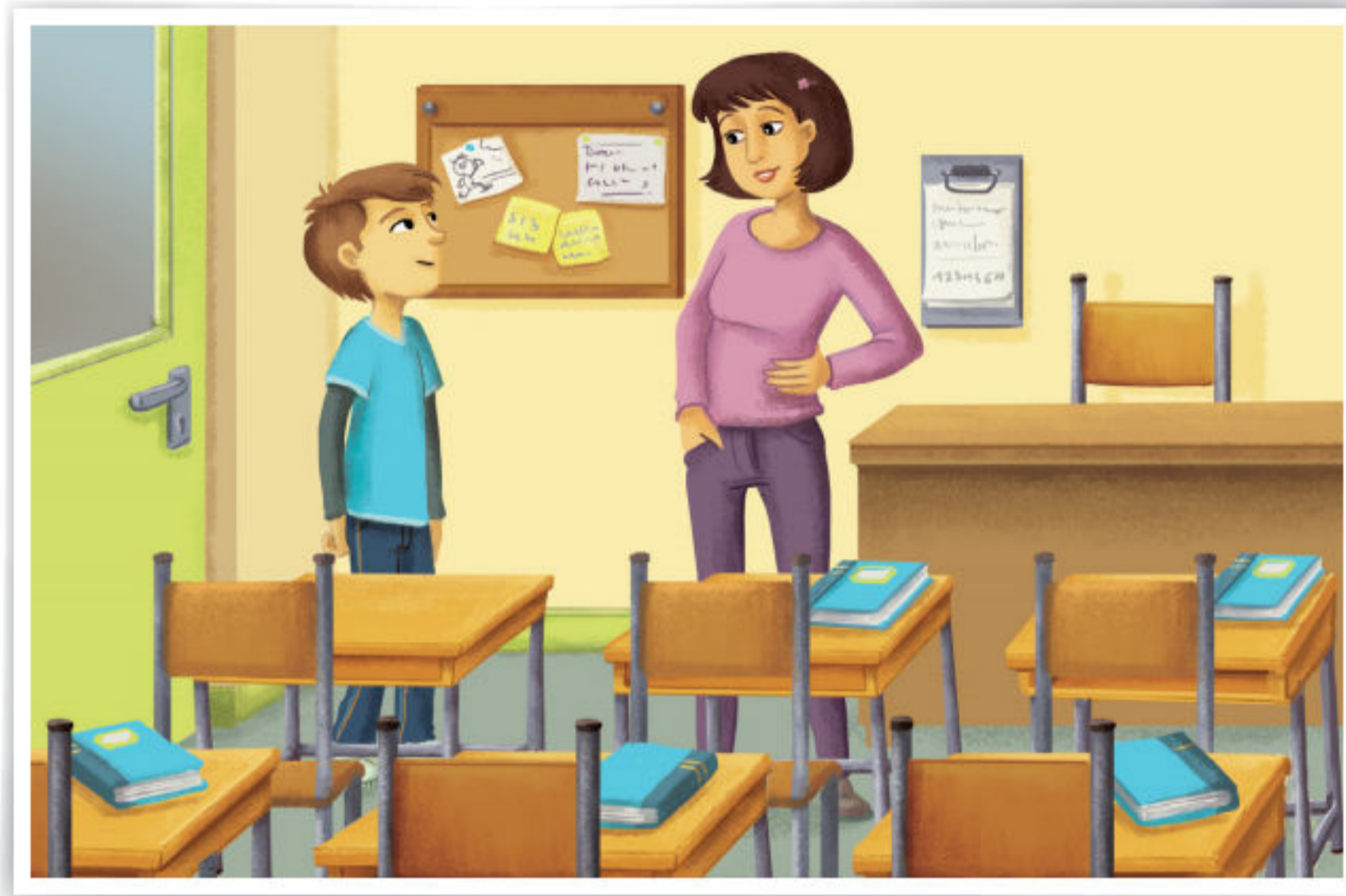
**B** Listen again and answer the questions.  Track 06

1. Who is Peter's teacher?
  - a. Sally
  - b. Mrs. Glasses
  - c. Mrs. Jones
  - d. Mr. Jones
2. What does Peter want to know?
  - a. The girl's name
  - b. His teacher's name
  - c. The girl's teacher
  - d. His classroom number
3. Which room is Peter's classroom?
  - a. 115
  - b. 200
  - c. 220
  - d. 215



## Listening Practice 3

**A** Listen and answer the questions.  Track 07



- Put a check mark (✓) on Peter's new desk.
- Who sits next to Peter's desk?
  - No one
  - Paul
  - Lucy
  - Peter's teacher

**B** Listen again and choose **T** for true or **F** for false.  Track 08

- There is no empty desk for Peter. T      F
- There are no books on Peter's desk. T      F

### ★ Useful Expression

get along with

A: Jim and Tina are kind and friendly.

B: Yes, they are. I **get along with** them because they are nice.

# Speaking Practice

**A** Listen and say. Practice with a friend. 



Hello! What's your name?

My name is **Mel**.

How old are you?

I'm **10** years old.

It's nice to meet you, **Mel**.



**B** Speak with a friend. Use the conversation in Activity A and these words to help you.

Mary	Matt	Michael	Peter	Sally
9	11	12	13	14

**C** Choose a person below. Then role-play with a group of friends. Find out each other's names and ages.



Harry, 11



Donna, 14



Steve, 10



Joyce, 9



Annie, 8



Charlie, 13



Cathy, 12



Nick, 15



**A** Listen and complete. One word is not used. Track 10

teacher      students      parent      lessons      home

## Home-schooling

Children learn at school. But some children learn at **1** \_\_\_\_\_ instead. They don't go to school. Their teacher is a **2** \_\_\_\_\_ or a tutor. These parents think schools aren't good enough. They can teach their children better. They can plan the **3** \_\_\_\_\_ better for their children. But these children can't meet other **4** \_\_\_\_\_. So their parents help them meet friends.

### Wrap-Up

**A** Listen and circle the correct picture. What are they talking about?

Track 11

1.



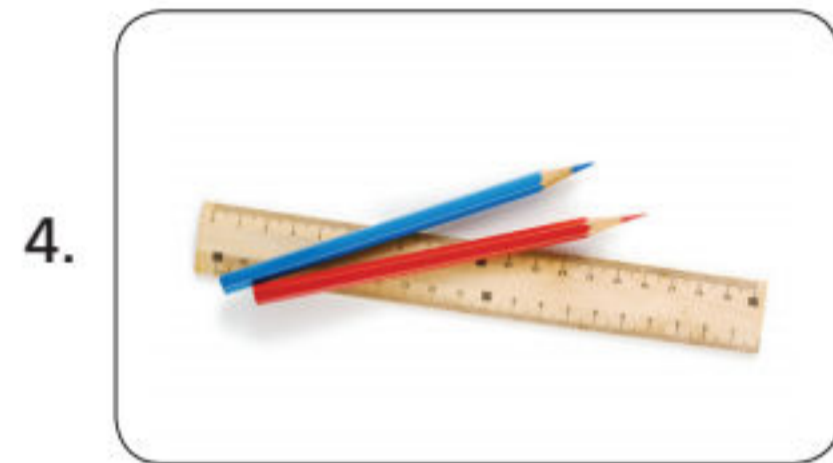
2.



3.



**A** Listen. Write the letter that matches the picture. 



**B** Listen. Choose the best response. 

5. a. Here are your glasses.  
b. This is your desk.  
c. It's room 23.

6. a. No, she is not here.  
b. Yes, she is very kind.  
c. Yes, I am 11.

**C** Listen to the dialogue. Choose **T** for true or **F** for false. 

7. It is the girl's first day at school.

**T**      **F**

8. The man is not happy to meet Mary.

**T**      **F**

**D** Listen to the speaker. Choose the correct answer. 

9. Who is the speaker?  
a. A teacher  
b. A student

10. Where is the speaker?  
a. In the classroom  
b. In the playground

Unit  
**2**

# My Day




## Warm-Up


**A** Find the words and number them in the picture.


- ① brush
- ② go to bed
- ③ pajamas
- ④ wake up
- ⑤ walk to school
- ⑥ get dressed


**B** Match the expressions. Listen and check your answers.  Track 16


1.  What do you do after school? •

• a.  I play computer games with them.

2.  What do you do with them? •

• b.  Yes, they're great!


3.  Are they fun? •

• c.  I meet my friends.

# Listening Practice 1

**A** Listen and circle the word or phrase you hear.  Track 17

1. I watch TV (in the morning / after school).
2. I play the piano (at night / before dinner).
3. It's (fun / boring)!

**B** Listen. Write the letter that matches the picture.  Track 18



**C** Listen and fill in the blanks.  Track 19

A: What do you do ❶ \_\_\_\_\_ ?

B: I ❷ \_\_\_\_\_ to my friend's house.

A: Not me! I play ❸ \_\_\_\_\_ .

### Word Box

soccer / computer games  
after dinner / after school  
walk / go

## Listening Practice 2

**A** Listen and write notes.  Track 20

Sarah's Night Before

\_\_\_\_\_

- \_\_\_\_\_ on her pajamas
- \_\_\_\_\_ her (teeth / hair)



**B** Listen again and answer the questions.  Track 21

1. What do Sarah and Nick both do?
  - a. Watch TV
  - b. Brush their hair
  - c. Put on their pajamas
  - d. Read a book
  
2. What does Sarah NOT do before bedtime?
  - a. Put on her pajamas
  - b. Brush her teeth
  - c. Read a book
  - d. Brush her hair
  
3. Who does Sarah read a book to?
  - a. Her sister
  - b. Her brother
  - c. Her dad
  - d. Her mom



# Listening Practice 3

**A** Listen and put a check mark (✓) under the correct person. 



	George	Kiki
Plays the guitar		✓
Skateboards in the park		
Sleeps in		

**B** Listen again and choose **T** for true or **F** for false. 

- George and Kiki skateboard together. **T** **F**
- Kiki gets out of bed at 10 o'clock on Saturdays. **T** **F**

## Useful Expression

sleep in

A: What do you do on Saturdays?

B: I sleep in. I get out of bed at noon.

# Speaking Practice

**A** Listen and say. Practice with a friend.  Track 24



What do you do **after school**?

I **skateboard in the park**.  
How about you?



I **watch TV at home**.

**B** Speak with a friend. Use the conversation in Activity A and these words to help you.

in the morning      at night      before bedtime  
after lunch      on Saturdays      meet my friends  
sleep in      do my homework      go to school      listen to music

**C** Role-play with a friend. Talk about three different times in a day or a week. What do you do? Choose from the activities below.



**On Your Own**

**A** Ask your partners. Write down their answers.



Name	In the morning?	After school?	Before bedtime?

- What do you do in the morning?
- What do you do after school?
- What do you do before bedtime?

**B** Use the information above. Write about one of your partners.

My partner's name is **Susie**. She eats breakfast in the morning. She does her homework after school. She listens to music before bedtime. Her day is fun.

**My Partner**

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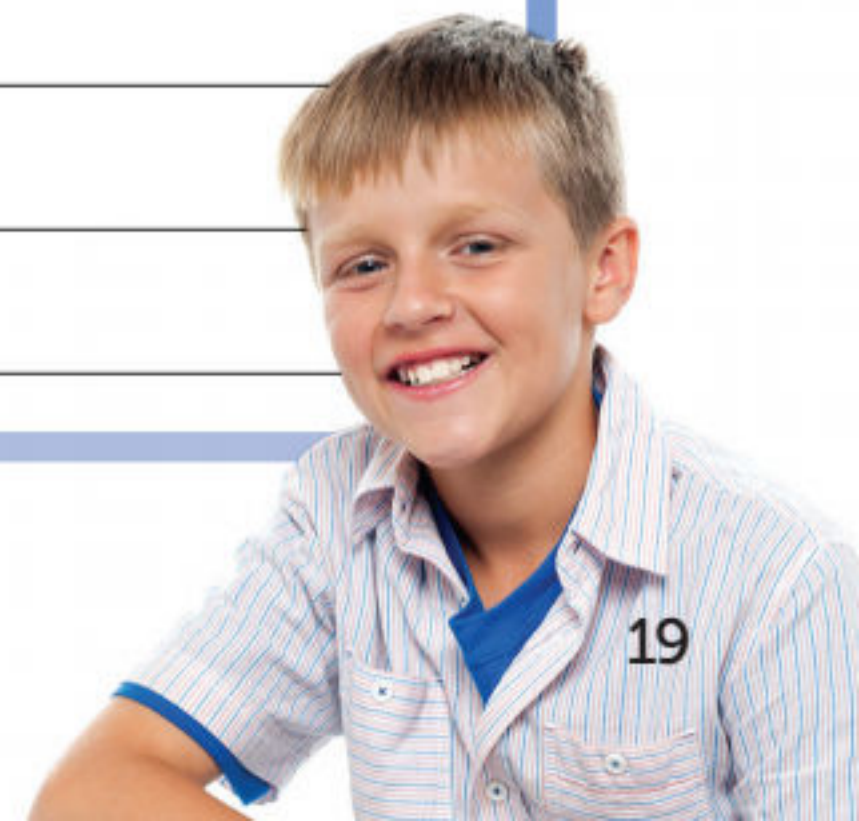
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**A** Listen and complete. One word is not used.  Track 25

health      exercise      habits      breakfast      early

## Have a Healthy Day

What do you do in a day? You study hard. You also play and relax. **1** \_\_\_\_\_ and rest helps you stay healthy. But you need more than that for good health. You need good habits, too. Wake up **2** \_\_\_\_\_. Don't sleep in. Eat a healthy **3** \_\_\_\_\_. Eat lots of fruit and vegetables. Go to bed early. Don't stay up late. With good **4** \_\_\_\_\_, you can keep working and playing!

### Wrap-Up

**A** Listen and number the pictures in order (1-4). What does Luke do on Sundays?  Track 26

