

**Mc
Graw
Hill**

**An ELT course for a new generation of
learners—grounded in real-world relevance
and global awareness.**

**For students who want to understand the
world—and shape it.**

Outside in

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
A1 - A1+	A2 - A2+	A2+ - B1	B1 - B1+	B1+ - B2	B2

Built around inquiry, discovery, and connection, this course helps students develop the skills—and the mindset—to engage with English in meaningful, purposeful ways. Through global themes, thought-provoking content, and a fresh focus on perspective, it invites learners to think critically, express themselves confidently, and see their role in a changing world.

**Because Students deserve
English that prepares them
for the real world.**

1. English That Connects to the Real World

Each unit ties language learning to meaningful, global themes—helping students use English with purpose and intention.

2. A Global Perspective, Built in

Every unit is an opportunity to see the world through different lenses. By exploring multiple viewpoints and diverse cultural narratives, students learn to question, connect, and develop the mindset of a global citizen—one who understands complexity, respects diversity, and contributes with purpose.



3. Depth without complexity

Thoughtfully structured materials are easy to implement and adapt, reducing prep time while increasing impact.

4. Beyond Fluency—Future Readiness

Aligned with the CEFR and 21st –century competencies. The course develops critical thinking, collaboration, creativity, and resilience—alongside confident, fluent communication.

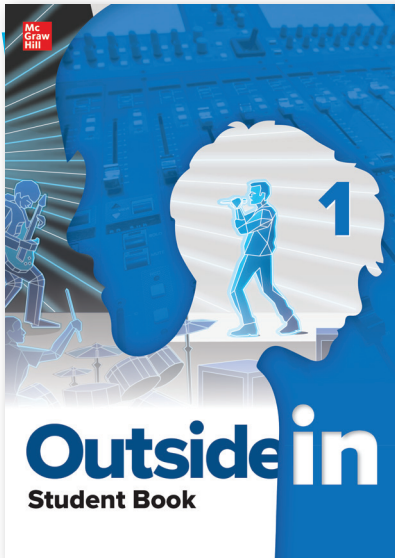
Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
A1 - A1+	A2 - A2+	A2+ - B1	B1 - B1+	B1+ - B2	B2

5. Motivation with Meaning

Students are more engaged when learning feels relevant. With real-world tasks and space for personal reflection, motivation rises and learning deepens.



Components



Student Book + Digital Student book

A clear path through every unit—built for student independence and teacher practicality.

The Student Book offers a well-structured, engaging journey through each unit, guiding learners step by step across themes that matter. Each section—vocabulary, reading, grammar, pronunciation, speaking, and practice—is clearly labeled and introduced with **student-friendly instructions**, making it easy for learners to follow and complete activities with confidence.



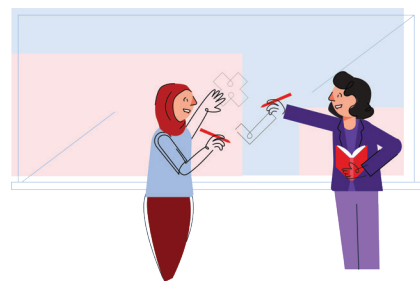
Workbook + Digital Workbook

Structured practice for every lesson, including New Words, Reading, Writing, and Planning Skills. Unit reviews reinforce language acquisition and support long-term retention—essential for building fluency and confidence outside the classroom.



Teacher Components

- Teacher Guide
- Downloadable Teacher Guide
- Tests
- Presentation tool
- Audios and audio Script extra prep time.



The ***Outside In*** Teacher Guide is a practical, time-saving companion designed to support teachers with clear, easy-to-follow lesson notes, answer keys, and audio scripts placed exactly where they're needed. It includes sample answers for every writing task in the Student Book and Workbook, making it easier to model strong writing, guide student reflection, and assess with confidence.

With a straightforward layout and ready-to-use support, it's everything teachers need to deliver effective lessons — without extra prep time.





Easy to Navigate, Easy to Teach

Designed with teachers and students in mind, the Student Books in *Outside In* are not only visually engaging – they are also exceptionally clear and easy to navigate.

With a clean and intuitive layout, teachers can guide students through lessons with confidence, while students can work independently.

Smart Icons for Smart Teaching

To support instruction and skill development, the series uses a consistent icon system throughout the Student Book. These icons help identify:

 Listening	Development of listening skills	 Pronunciation	Study of new pronunciation features
 Speaking	Development of speaking skills	 Practice	Exercises to help practice the new content
 Writing	Development of writing skills	 Let's Talk!	Discussion triggers
 Reading	Development of reading skills	 Conversation Skill	Development of speaking strategies
 New Words	Study of new vocabulary	 Writing Skill	Development of writing strategies
 Grammar	Study of new grammar features	 Let's Write!	Writing task

1

Free Time

LESSON 1

Can you ... ?

- ask and answer questions about hobbies
- use the Present Simple for habits

Unit Opener – Can You...?

Two powerful questions to spark curiosity, reflection, and discussion. Designed to activate prior knowledge and invite students to connect personally with the unit theme

STUDENT BOOK

A clear path through every unit—built for student independence.

The Student Book offers a well-structured, engaging journey through each unit, guiding learners step by step across themes that matter. Each section—vocabulary, reading, grammar, pronunciation, speaking, and practice—is clearly labeled and introduced with student-friendly instructions, making it easy for learners to follow and complete activities with confidence.

Let's talk!

A communicative task that brings the unit theme to life. Students share ideas, express opinions, and practice real-world English in a meaningful, interactive way—building confidence one conversation at a time.

Let's Talk!

In pairs: Look at the pictures. What are these people doing?
What do you like doing in your free time?



New Words

a. Match the words with the pictures. Listen and repeat.

CD1 02

collect

model

bake

vlog

comic book

online game



collect



b. In pairs: Use the new words to ask and answer questions about hobbies you like doing.

Do you like building models?

Yes, I do. I also like collecting stamps.

New Words

Essential vocabulary introduced with audio support to build understanding and confidence.



Reading

a. Read Kate's social media post. What is it mainly about?

1. her model collection

Reading

Engaging texts that explore real-world themes and encourage critical thinking.



♥ Kate ♥

I love collecting and building models in my free time. I have 15 models in my room. Some of them are gifts from my friends and family, but I buy most of them. I usually build planes and cars, but I have a few model ships, too. My favorite model is an MGA car. The real MGA was a cool sports car from England. I think it's beautiful.

I often spend about one or two hours a day building my models. Sometimes my sister, Alice, does it with me and films us building models for her vlogs. She makes vlogs every week and shares them with her friends. We're thinking about starting a baking vlog soon.

What about you? What do you do in your free time? Leave a comment and tell me!

b. Now, read and circle A, B, or C.

- 1 How does Kate get most of her models?
A. They are gifts. **B. She buys them.** C. She finds them.
- 2 What is her favorite model?
A. a car B. a ship C. a plane
- 3 Who does Kate build her models with?
A. her friend B. her teacher C. her sister
- 4 Why does Alice film them building models?
A. for school B. for her vlogs C. for her family
- 5 What other hobby are they thinking about doing?
A. collecting comic books B. making baking vlogs C. making films

c. In pairs: What cool and interesting things can you make?

I can make paper airplanes.



Grammar

a. Read about the Present Simple for habits, then fill in the blanks.

PRESENT SIMPLE FOR HABITS

We can use the **Present Simple** to talk about habits or things that happen regularly.

• **Positive:** Subject + *verb (-s/-es)* (+ object)

I usually **play** online games after school.

He **makes** vlogs on Sunday mornings.

• **Negative:** Subject + *don't/doesn't* + *bare infinitive* (+ object)

They **don't bake** cakes.

She **doesn't read** comic books.

• **Questions:** (Wh-question word +) *Do/Does* + subject + *bare infinitive* (+ object)?

A: **Do** you **play** soccer?

B: Yes, I **do**./No, I **don't**.

A: What **does** she **do** in her free time?

B: She **paints** in her free time.

Grammar

Clear, guided explanations with contextualized examples that make rules meaningful.



What _____ you
_____ in your
free time?

I _____ soccer on
Tuesday evenings.

b. Listen and check. Listen again and repeat.



Practice

a. In threes: Practice the conversation. Swap roles and repeat.

Toby: Hey, Emma and Ann. What do you want to see at the festival this weekend?

Emma: I want to see **Red Queen**. I love **blues**.

Toby: Oh, me too. How about you, Ann?

Ann: Yeah, **Red Queen** sounds good to me. What time is **her** show?

Emma: It's at **6:00 p.m.** on **Friday**.

Ann: Oh, I'm busy then. Is there anyone we could see on **Saturday**?

Emma: On **Saturday**, **Amy Swill** is playing in the **morning**.

Ann: What kind of music **does she** play?

Toby: **She's an R&B singer**.

Ann: What time is **her** show?

Emma: It's at **10:00 a.m.**

Toby: Sounds good to me. Let's see it!

Ann: Great!

Practice

Structured activities that reinforce key language skills and encourage students to apply them in meaningful, personal contexts.

folk music/EDM

The Sullivan Brothers/Kevin Harrison
their/his

7:00 p.m. – Thursday/5:00 p.m. – Saturday

Thursday/Sunday

Thursday – Blues Trunk/Sunday – Poppa Farley
afternoon/evening

do they/does he

They're a blues band./He's a reggae singer.

their/his

3:00 p.m./8:00 p.m.

b. Make two more conversations using the ideas on the right.



Speaking

IT'S SHOWTIME!

Invite someone
to speak.

a. Imagine there's a music festival in your city this weekend. Circle one artist you want to see for each day and time. In threes: Ask and answer questions about which shows you want to see. Decide on four artists to see and complete the note.

	STAGE 1	STAGE 2	STAGE 3
SATURDAY, OCTOBER 18 TH	3:00 P.M. Marcus and SonS FOLK BAND 6:00 P.M. THE LONGVIEW ORCHESTRA CLASSICAL BAND	3:00 P.M. Melody Sol R&B singer 6:00 P.M. KEVIN HARRISON EDM	3:00 P.M. Slam Blues BLUES BAND 6:00 P.M. Jay-T hip-hop artist
SUNDAY, OCTOBER 19 TH	3:00 P.M. G Start hip-hop group 6:00 P.M. THE ROLLING ROCKS ROCK BAND	3:00 P.M. The Big Gees blues band 6:00 P.M. The Morente Trio jazz band	3:00 P.M. Rob Cam blues band 6:00 P.M. TOM LOVE POP SINGER

Speaking

Interactive tasks that promote fluency, collaboration, and real-world communication.

I want to see them, too.
What time is their show?

It's at 3:00 in the afternoon.

Who we'll see:

- _____
- _____
- _____
- _____

b. Which bands or singers are you seeing at Festibeat and when? Share with the class.

We're seeing The Rolling Rocks at 6:00 in the evening on Sunday. We're also seeing ...

SPELLING RULES – ADDING -S/-ES

- We add **-s** to most verbs:

like → likes

- For verbs that end in **-o, -s, -sh, -ch, -x, or -z**, add **-es**:

go → goes; pass → passes

- For verbs that end in **consonant + y**, change **-y** to **-ies**:

study → studies



c. Circle the correct words.

- 1 Sarah love/loves jazz. She don't/doesn't like rock.
- 2 Matt like/likes listening to rock music. He thinks rock songs is/are exciting.
- 3 I don't/doesn't like listening to classical music. It is/are boring.
- 4 My sister and I like/likes classical music.
- 5 A: Do/Does your parents listens/listen to country music?
B: Yes, they do/does. They love/loves it.

d. Write sentences or questions using the pictures and the prompts.



Bill

1. Does Bill like jazz?



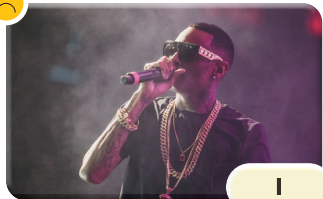
Joe

2. _____



Mary

3. _____



I

4. _____



Tom

5. _____



Jack

6. _____

e. In pairs: Ask and answer questions about the types of music in Task d.

Do you like jazz?

[a:] Pronunciation

Sounds

a. Focus on the final /s/ and /z/ sounds.

Listen to the words and focus on the underlined letters.



likes

wants

loves

enjoys

Pronunciation

Targeted practice to help students speak more clearly and naturally.

b. Listen and circle the words you hear.



1. ice
2. race
3. plays

- eyes
- raise
- place

c. Take turns saying the words in Task a. and Task b. while your partner points to them.

REVIEW 4

REVIEW SECTIONS

To ensure sustained progress, built-in review sections revisit key language and skills from previous units. This spiraled approach reinforces learning, supports long-term retention, and helps students connect past knowledge to new content—a key element in achieving the program's communicative and academic goals.



Listening

You will hear six short conversations.

There is one question for each conversation. For each question, choose the correct answer (A, B, or C).



- 1 You will hear two friends talking about their day. Which festival did they go to?

A. a food festival
B. a music festival
C. a sports festival

☐
☐
☐

- 2 You will hear a girl, Mary, talking about a festival. What does she want to do?

A. see a concert
B. go in a hot-air balloon
C. do arts and crafts

☐
☐
☐

- 3 You will hear a boy, Harry, talking about Halloween in the US. What was the most different from Halloween in the UK?

A. the candy
B. trick-or-treating
C. the decorations

☐
☐
☐

- 4 You will hear a boy, Rob, talking to his friend. What holiday is he preparing for?

A. New Year's Eve
B. Christmas
C. Halloween

☐
☐
☐

- 5 You will hear a student talking about a festival. What do people do there?

A. throw paint at each other
B. have water fights
C. have food fights

☐
☐
☐

- 6 You will hear a girl, Alice, talking about the Ember Festival. What does she want to do most?

A. see the bonfires
B. have dinner with her mom
C. see the water show

☐
☐
☐

Reading

Read Sam's email about a trip to an amusement park. Write one word for each blank.

New message



To: ellie1883@frendzmail.com

Subject: Trip to Grayson City Amusement Park

Hi Ellie,

How are you? I'm planning to go to the amusement park in Grayson City with my mom, Jill, and Kenny next Saturday. Do you want (1) _____ come, too? It'll be a fun, easy day trip!

We can get a taxi or take the train. Kenny and my mom want to get a taxi (2) _____ they think it's more convenient, and they don't like public transportation much. Jill and I think the taxi won't be (3) _____ comfortable as the train, and the train is also safer and more eco-friendly, too. We shouldn't bring a lot (4) _____ luggage so we don't need to worry about space for suitcases or anything. Just bring a small backpack for your things.

Anyway, let me (5) _____ if you want to come and what you think about taking the taxi or the train.

My mom can buy our tickets (6) _____ the train tomorrow if we choose that.

Hope you join us!

Talk soon,

Sam

1

Health and Healthy Lifestyle

Lesson 1

- review discussing healthy and unhealthy food
- use linking verbs

Lesson opener: Activates prior knowledge and introduces the unit theme to spark curiosity.

Workbook

A practical companion that reinforces and extends learning beyond the classroom.

The Workbook offers structured, accessible practice including New Words, Reading, Writing, and targeted Planning & Writing Skills to help students organize their ideas and produce clearer, more effective texts.

Built-in reviews help consolidate key language and concepts, supporting retention and fluency. This consistent reinforcement is especially important in language acquisition, ensuring students internalize vocabulary, grammar, and communication strategies.

Look at this code and write the correct words.

	4	5
d		e
i		j
n		o
s		t
x		y

a = 11

b = 21

c = 31

d = 41

e = 51

1. 14-34-53-54-51-42-43

protein

2. 14-34-53-31-51-44-44-51-41

3. 31-11-34-21-44

4. 11-25-53-42-41

5. 23-42-33-42-54

New Words Practice: Reinforces key vocabulary through engaging activities that support understanding and retention.

with the words from Task a.

1. over time. I don't eat too much _____ processed food like sausages and hamburgers.
2. _____ products are foods and drinks made from milk.
3. _____, like bread and pasta, give us energy.
4. Candy tastes good, but you should _____ the amount that you eat.
5. _____, found in meat and fish, helps us grow bigger and stronger.
6. Seafood always makes me sick, so I _____.

Reading: Engages students with texts that connect to the unit theme, building comprehension and expanding perspective.



Reading

a. Read Daniel's letter. What is it about?

1. improving the school cafeteria
2. Daniel's favorite foods
3. how to cook healthy food

New message

Dear Mrs. Brown,

My name is Daniel, and I am a student in Class 11E. I am writing to you about the food in our school cafeteria. The food tastes great, but the other students and I do not feel good when we eat it every day. Since you are our school's principal, we think you are the best person to talk to about this problem.

In science class, we learned that if you eat processed food every day, you will become unhealthy. However, all of the meat and cheese served in our school cafeteria is highly processed. We would prefer to have more fish, beans, and nuts on our lunch menu because these foods are much healthier.

We also learned that our bodies get energy from carbohydrates. Our cafeteria serves bread every day. This seems like a good option, but the carbs in white bread come from highly processed grains. Whole grain bread tastes better, and it contains more vitamins, so it is much better for our health.

Finally, many students at our school are trying to avoid unhealthy snacks. The snack store at school only sells candy, chocolate, and potato chips, which are high in sugar and salt. Please, can we add some fruit to the snack store?

Thank you very much for reading my letter. I hope you can improve our school cafeteria and help us grow strong and healthy.

Daniel Jones, Class 11E

b. Now, read and answer the questions.

1. Why do Daniel and the other students want to change the food in the school cafeteria?

They don't feel good when they eat it every day.

2. What will happen if you eat processed food every day?

3. What's available at his school cafeteria every day?

4. Why is whole grain bread healthier than white bread?

5. What would Daniel like the snack store to sell?

Connects grammar to real-life language use through structured practice.



Grammar

a. Fill in the blanks with the words in the box. Use the correct form.

1. Is somebody cooking Indian food? It smells great!

2. I try to avoid processed meat because it _____ really unhealthy.

3. That ice cream _____ so good. Can I try some?

4. Some people don't like the smell of durian, but when you eat it, it _____ amazing.

5. Eating lots of carbs and protein _____ like a good idea, but you should avoid processed grains.

look
seem
taste
smell
be

b. Write sentences using the prompts.

1. whole grains/be/healthy/than/processed grains.

Whole grains are healthier than processed grains.

2. you/feel/OK/today?

3. eat/a lot of sugar/not seem/good.

4. those cakes/look/really ugly.

5. that pizza/smell/amazing.



Writing

Write about the foods you eat, limit, and avoid and explain why. Use the new words in this lesson and your own ideas.

Writing: Guides students to express ideas clearly, using language and content connected to the lesson theme.

• • • • • • • • • •

Writing

Writing Skill

Writing short articles

Short articles in the form of a list are

1. Create a title. Try to get readers' attention and make sure the title tells them what to expect.

Ten Easy Habits You Should Have to Live Longer and Happier

2. Write a short introduction. Start with a question or an interesting fact.

Do you want to live past 90? Then you should read this article!

3. Write your list points as sub-headings. Use the same style for all of them. For lists of things to do, start each point with a verb.

1. Get plenty of sleep. 2. Take care of your teeth. 3. Have a healthy social life.

4. Provide detailed information for each point. Include explanations, facts, and details to support your points.

Sleep is very important for our body. We should sleep seven to eight hours a night to avoid health problems.

5. Write a short conclusion. Summarize your main points or suggest an action in your conclusion.

Pay attention to your diet, exercise, and sleep, and you'll find yourself enjoying your 100th birthday!

Writing Development

From skill-building to planning and final writing, each step is guided and connected to the unit theme—helping students express ideas clearly and with purpose.

Unscramble the sentences. Then, write *I* for introduction, *C* for conclusion, and *B* for body paragraph.

1. your/Do/get/next/100/test?/you/want/on/to

Do you want to get 100 on your next test?

I

2. scores./sleep/low/cause/can/test/A/lack/of

3. better./five/have/found/to/ways/study/Researchers

4. tips/better/help/will/These/a/score./test/get/you

5. scored/seven/slept/Students/higher./hours/who/more/or

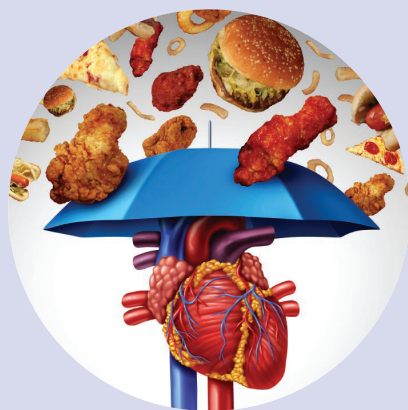
Planning

Think about four things people should avoid to improve health and life expectancy. Give details about how to do each tip.

Tips	Explanations and details
1.	
2.	
3.	
4.	

Let's Write!

Now, use your notes to write a listicle about what people should avoid to live longer and healthier. Write 150 to 180 words.



REVIEW 2

Workbook Practice section

Consolidates learning and reinforces key skills through purposeful practice and application.



Listening

You will hear five short conversations. You will hear each conversation twice. There is one question for each conversation. For each question, choose the correct answer (A, B, or C).



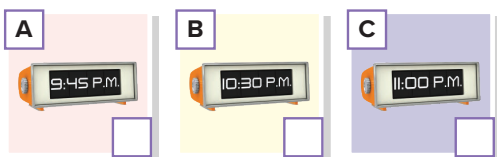
- 1 Which shirt does Liz choose?



- 2 What should Matt wear to work?



- 3 What time did Emily come home?



- 4 What should Joe have done?



- 5 What shouldn't Dave have done?



Reading

The people below are looking for advice. On the right, there are four different pieces of advice. Decide which advice would be the most suitable for each person below. For each question, choose the correct answer (A–D).



Rob's daughter has been coming home after curfew. She has also been ignoring phone calls and doesn't respect the rules or ask for permission anymore.

A Dear Parent,
I'm sorry to hear about the situation. It sounds like your daughter is growing up and wants more independence and privacy. This is normal for teenagers. You should talk to her about this and mention how her behavior is affecting her sister.



Kim's child has been getting low scores in school. Her child's behavior has changed, and she often stays home alone instead of going out with friends.

B Dear Parent,
That sounds like a very difficult situation for you and your daughter. You should try and talk to her about her grades and find out what you can do to support her. Maybe she just needs a tutor to help with difficult classes. If she doesn't want to spend time with friends, you should try and include her in activities with you.



Lisa's daughter has been asking for more privacy. She doesn't want to spend time with Lisa and her husband. Lisa's daughter has also been a bad influence on her little sister.

C Dear Parent,
I'm sorry to hear about the difficult situation. It sounds like your daughter has met some new friends that are bad influences. You should talk to her about the importance of having rules and why she still needs to ask for your permission.

D Dear Parent,
That sounds like a very bad situation. Your daughter should have asked for help in school. She also should have come home on time or called you to ask for permission to stay at a friend's house. However, you shouldn't have read her diary. She might feel like you don't respect her privacy.

What You'll Find in Every Unit:

- Relevant and relatable global themes
- Communicative language practice with purpose
- Lessons designed around the PPP(Presentation, Practice, Production) approach, guiding students from language input to confident communication
- Opportunities for reflection and personal expression
- A flexible structure to support teacher success

Want to know more?
Contact your McGraw Hill Academic consultant.



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