

Everyone

Speak!

Kids



Show & Tell

Hands-on Activities

1

Build & Grow





Hi! My name's Jake.

Speaking Task

Meeting new people

Key Expression

What's your name?

My name's Jake.

Good morning.

Good afternoon.

Good evening.

Good night.

Nice to meet you.

See you later.

Pacing Guide

Unit 1		Sections & Pages	CD Track	Time
Review & Check Homework	Word Test			6 mins.
Warm Up		SB p.6	2,3	8 mins
Start Up		SB p.7	4,5	10 mins.
Speak Up		SB p.8	6	8 mins.
Speaking Playground		SB p.9		10 mins.
Assign Homework	Workbook	WB p.3~4		3 mins.
	Hybrid CD	Unit 1		
Total Time				45 mins.

Introduction

Choose a student to come to the front of the classroom. Ask the student, "What's your name?" and encourage the student to answer the question in a full sentence, "I'm (name)." or "My name's (name)." Then have them ask you the same question. Shake the student's hand and say, "Nice to meet you!" and have them repeat the phrase back to you. Say "See you later!" to the student and then go sit down. Have the students take turns calling their classmates to the front of the classroom and introducing themselves.

Unit

1

Hi! My name's Jake.

• Meeting new people

Warm Up

A Listen and sing.

Hello! Hello! What's your name?
Hi! Hi! My name's **Jake!**
Nice to meet you, **Jake!**
Nice to meet you, too!

Bye-bye! Good-bye!
It's time to go home.
See you later!

B Sing again. Say your name and shake hands with the person next to you.

Think & Say

When you meet a new friend, what do you say first?

[Sample Answers]
Hi. / Hello. / Nice to meet you.

6

Warm Up

- A** Have the students look at the picture. What can they see? What do they think is happening? Ask them why there is a "Welcome" sign on the school and why the children are shaking hands. Play the recording for the students and let them listen to the song. Or, show the animated cartoon on the hybrid CD and let the students watch and listen to the song that way. Practice singing the song with the students.
- B** Once the students are comfortable with the song's lyrics, ask them to say their name instead of "Jake." Encourage them to shake hands with the student next to them and say the person's name when they sing the "Nice to meet you, Jake!" part.
- Think & Say** Ask the students the question, and write their answers on the board. Practice using the different expressions the students think of as a class.

Start Up

A Listen and stick. Then, say.

1.

Good morning.

2.

Good afternoon.

3.

Good evening.

4.

Good night.

5.

What's your name?

6.

Nice to meet you.

7.

See you later.

Pair B Listen and say. Then, role-play the conversation.

Hello! I'm **Alex!**
What's your name?

Hi! My name's **Alex, too.**

Really? Nice to meet you, **Alex!**

Nice to meet you, too, **Alex!**

▶ Do the boy and the girl know each other?
[Sample Answer] No, they don't. They are meeting for the first time.

Unit 1 • 7

Beginner Students

Let the students listen to the recording and repeat the words a few times before placing the word stickers under each picture.

Advanced Students

Let the students listen to the recording and try writing the words under each picture on their own. Once they have finished, they can check their spelling by placing the stickers under the words they wrote.

Start Up

- A** Play the recording for the students and ask them to place the word stickers (found on page 83) under each picture. Correct the answers as a class.
- Extra Idea** Play a matching game with the *Everyone, Speak! Kids* flashcards for the unit (they can be downloaded from <http://www.ibuildandgrow.com>). Print one set of picture flashcards and one set of word flashcards. Spread both sets of flashcards out face down. Have a student turn over one picture flashcard and one word flashcard and say the picture and the word. If the two flashcards match, the student gets a point.
- B** Have the students look at the pictures. What can they see? What do they think is happening? Play the recording for the students and let them listen to the conversation. Or, show the animated cartoon on the hybrid CD and let the students watch and listen to the conversation that way. Then have the students read the conversation aloud. After, ask them to work in pairs to practice the conversation. Tell them to take turns saying each character's lines so that they become familiar with the entire conversation. Encourage each pair to think of different names to use in place of "Alex." Once the students are comfortable with the conversation, choose a few pairs to present their role-play in front of the class.

B. Listen and match.



1. What's your name?
2. Nice to meet you.
3. Good-bye.

Speak Up

Pair A Look and say. [Sample Answer] Good morning.

B Listen and match. [Sample Answer] See you later.

1. a. See you later!
2. b. My name's Jenny.
3. c. Nice to meet you, too.

Good afternoon.

8

Speak Up

A Ask the students to work in pairs. Have them look at the picture and say the phrases and replies with their partner. Tell them that they can change the words in red if they'd like. Check the answers together as a class by pointing at each pair and letting them say one of the phrases and replies.

Extra Idea Have each pair produce their own conversation by combining the language from all four situations. Tell them they can use their own names, or pretend they are someone else. Have some of the students come to the front and present their expanded conversation.

B Play the recording for the students and ask them to match the pictures and the sentences. Check the answers together as a class.

Extra Idea Play hangman with the phrases from the unit. Write blanks on the board for all the letters and have the students try and guess what the sentence is.

Speaking Playground

[Sample Answer]

Step 1 Make your own English name.

I'm Amy Brown.

Step 2 Ask and answer with your friends. Then, write their names.

What's your name?

My name's Mary Smith.

Who has the same name as you?

David Miller Emily Fisher Tim Robbins

Unit 1 • 9

Speaking Playground

Step 1 Ask the students to make an English name by choosing a first name and a last name from the two boxes. Once they have decided what first name and last name they would like to use, have them write their English name in the blanks.

Step 2 Have the students walk around the classroom and ask their friends what their English names are. Tell them to write down their friends names in the boxes.

Extra Idea Take a poll to find out which last name is the most popular in the class. Read each of the English last names out loud and ask the students to raise their hands when they hear the last name they chose. Write the results on the board.

Hi! My name's Jake.



name: _____ score: _____

A Unscramble the words and match.

1. notaerfno	→ Good	_____	
2. gnrnmnoi	→ Good	_____	
3. tghin	→ Good	_____	
4. geevnni	→ Good	_____	

Note: Lines connect 'afternoon' to 'night', 'morning' to 'evening', and 'night' to 'afternoon'.

B Look and fill in the blanks.



1. What's your _____ name _____ ?
2. Nice to _____ meet _____ you.
3. _____ See _____ you later.

Unit 1 • 3

C Look and write.

1. What's your name?
My _____ name _____ is Alex.
2. Nice to meet you!
Nice _____ to meet you, _____ too!

D Unscramble and write.

1. See / later / you / .
_____ See you later.
2. is / name / What / your / ?
_____ What is your name?
3. name / Jenny / My / is / .
_____ My name is Jenny.

E Answer the question.

What's your name?

4



He's my father.

Speaking Task

Talking about your family

Key Expression

Who's he?
He's my father.

Key Vocabulary

mother / father / brother /
sister / grandpa / grandma /
aunt / uncle

Pacing Guide

Unit 2		Sections & Pages	CD Track	Time
Review & Check Homework	Word Test			6 mins.
Warm Up		SB p.10	7,8	8 mins
Start Up		SB p.11	9,10	10 mins.
Speak Up		SB p.12	11	8 mins.
Speaking Playground		SB p.13		10 mins.
Assign Homework	Workbook	WB p.5~6		3 mins.
	Hybrid CD	Unit 2		
Total Time				45 mins.

Introduction

Print out some photos of families and put them on the board. Ask the students who they think each person in the picture is. If the people in the photo are doing actions or activities, ask the students what they are. As a class, talk about what kinds of things the students like to do with their different family members.

Unit

2

He's my father.

• Talking about your family

Warm Up

A Listen and chant. T07

Who's he? He's my **father**.
 Who's she? She's my **mother**.
 Who are they? They're my **parents**.

Who's he? He's my **grandpa**.
 Who's she? She's my **grandma**.
 Who are they? They're my **grandparents**.

What a big family!
 What a happy family!

B Chant again. Stomp your feet when you hear "who" and clap your hands when you hear the family members. T08

Think & Say

Who do you like the best in your family?

[Sample Answers]
 I like my mother. /
 I like my father.

Start Up

A Listen and stick. Then, say. T09

1. mother	2. father	3. brother	4. sister
5. grandpa	6. grandma	7. aunt	8. uncle

Pair B Listen and say. Then, role-play the conversation. T10

This is a nice photo, Boogie.

Thanks!

Is she your **mother**?

Yes, **she** is.

Who's **she**?

She's my **aunt**.

Who's **he**?

It's me! I was a baby then.

▶ Who is holding baby Boogie in the picture?
 [Sample Answer] Boogie's aunt is holding baby Boogie.

Warm Up

A Have the students look at the picture. What can they see? What do they think is happening? Ask them what they do with their family on their birthday. Play the recording for the students and let them listen to the chant. Or, show the animated cartoon on the hybrid CD and let the students watch and listen to the chant that way. Practice saying the chant with the students.

B Once the students are comfortable with the chant, ask them to stomp their feet when they hear "who" and clap their hands when they hear the different family members.

Think & Say Ask the students the question, and write their answers on the board. Encourage them to use full sentences when answering. (Student: "I like my grandmother the best.") Teach them some ways to say why they like that particular family member the best. (Student: "She plays fun games with me." / "He takes me to museums.")

Start Up

A Play the recording for the students and ask them to place the word stickers (found on page 83) under each picture. Correct the answers as a class.

Extra Idea Play tic-tac-toe with the *Everyone, Speak! Kids* flashcards for the unit. Draw a 3X3 grid on the board and put one of the family member flashcards in each square. There are nine squares on a tic-tac-toe board so you'll need two copies of one of the flashcards. Split the students into two teams (X and O). A student from Team X throws a beanbag or a sticky ball at one of the squares on the board. If the student hits the square, all the other students ask "Who's he/she?" and the student answers "He's/She's my (family member)." Then the student draws their team's symbol in the square. The first team to get three of their symbols (X or O) in a row wins.

B Play the recording for the students and let them listen to the conversation. Or, show the animated cartoon on the hybrid CD and let the students watch and listen to the conversation that way. Then have the students read the conversation aloud. After, ask them to work in pairs to practice the conversation. Encourage them to try using the words for different family members each time they practice. Once the students are comfortable with the conversation, choose a few pairs to present their role-play in front of the class.

8

9

B. Listen and circle.



1. A: Who's she?
B: She's my aunt.
2. A: Who's he?
B: He's my father.
3. A: Who's she?
B: She's my sister.
4. A: Who's she?
B: She's my grandma.

Speak Up

Pair
A Look and say.



B Listen and circle.



mother aunt



father uncle



brother sister



grandpa grandma



Speak Up

A Ask the students to work in pairs. Have them look at the picture and ask and answer the questions with their partner. Check the answers together as a class by pointing at each pair and letting them say one of the questions and answers.

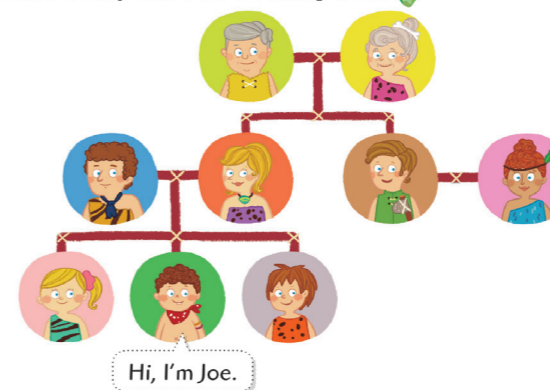
Extra Idea Have the students draw a picture of their own family. When they are finished their drawing, their partner can ask them questions about who each person is and what their name is.

B Play the recording for the students and ask them to circle the correct words. Check the answers together as a class.

Extra Idea Put two *Everyone, Speak! Kids* flashcards on the board face down so that the students can only see the backs of the cards. Ask the students to guess who they think is on each card. (Teacher: "Who's she?" Students: "She's my aunt.")

Speaking Playground

Let's complete Joe's family tree.



Step 1 Use the game board on page 69. Spin a pencil and play the game with your partner. Ask and answer the questions.



Step 2 If your answer is correct, put the sticker on the picture. The person who completes Joe's family tree first wins!

Speaking Playground

Step 1 Ask the students to work in pairs. Explain that they are going to spin a pencil on the game board on page 69, and their partner will ask them about the picture the tip of the pencil points at.

Step 2 If the student answers the question correctly, they can put a sticker (found on page 81) on Joe's family tree. The first student in each pair to complete Joe's family tree first is the winner.

Unit 2 He's my father.



name: _____ score: _____

A Complete the puzzle.

ACROSS 1 DOWN 3

ACROSS 2 DOWN 4

It's me!

B Look and fill in the blanks.

- They're my parents.
- They're my grandparents.
- She's my aunt.
- He's my uncle.

Unit 2 • 5

C Look and write.

- Is she your mother?

Yes, she is.
- Who is she?

She's my aunt.

D Unscramble and write.

- he / is / Who / ?
Who is he?
- are / Who / they / ?
Who are they?
- my / is / grandpa / He / .
He is my grandpa.

E Answer the questions.

Alex

1. Who's he?

Maia

2. Who's she?

6



Unit 3 I'm seven years old.

Speaking Task

Talking about ages

Key Expression

How old are you?
I'm seven years old.

Key Vocabulary

one / two / three / four /
five / six / seven / eight /
nine / ten

Pacing Guide

Unit 3		Sections & Pages	CD Track	Time
Review & Check Homework	Word Test			6 mins.
Warm Up		SB p.14	12, 13	8 mins
Start Up		SB p.15	14, 15	10 mins.
Speak Up		SB p.16	16	8 mins.
Speaking Playground		SB p.17		10 mins.
Assign Homework	Workbook	WB p.7~8		3 mins.
	Hybrid CD	Unit 3		
Total Time				45 mins.

Introduction

Ask the students how old they are. What are some things they can do now that they are that age? Do they know how old the other members of their family are?

Unit 3 I'm seven years old.

Talking about ages

Warm Up

A Listen and chant.

How old, how old,
how old are you?
Seven, seven,
I'm **seven** years old.

How old, how old,
how old is he?
Nine, nine,
he's **nine** years old.

Hooray! Hooray!
We can get free ice cream!

[Sample Answers]
I'm eight years old.
I can get free ice cream.
I'm eleven years old.
I can't get free ice cream.

Think & Say

How old are you?
Can you get free ice cream?

B Chant again. Make your own gestures for the numbers.

14

Start Up

A Listen and stick. Then, say.

1.
one

2.
two

3.
three

4.
four

5.
five

6.
six

7.
seven

8.
eight

9.
nine

10.
ten

B Listen and say. Then, role-play the conversation.

Come and get free balloons!

Free Balloons for kids under six

How old are you?

I'm five years old.

How old are you?

I'm five, too.

You're eight years old, Boogie.

▶ Can you get a free balloon?
[Sample Answers] Yes, I can. / No, I can't.

Unit 3 • 15

Warm Up

- A** Have the students look at the picture. What can they see? What do they think is happening? What kind of ice cream do they like? Play the recording for the students and let them listen to the chant. Or, show the animated cartoon on the hybrid CD and let the students watch and listen to the chant that way. Practice saying the chant with the students.
- B** Once the students are comfortable with the chant, ask them to make their own gestures when they say the numbers. You can brainstorm gestures as a class for everyone to do together, or have the students all make their own gestures.
- Think & Say** Ask the students to work in pairs to ask and answer the questions. Then ask the entire class who can get free ice cream.

Start Up

- A** Play the recording for the students and ask them to place the word stickers (found on page 83) under each picture. Correct the answers as a class.
- Extra Idea** Split the students into two teams. Give one member of each team a marker and ask them to stand at the back of the class. Put one of the *Everyone, Speak! Kids* flashcards for the unit on the board and ask "How old are you?" Tell the two students to run to the board and write down the word for the number on the flashcard. Whoever writes it down first and says "I'm (number) years old." gets one point for their team.
- B** Have the students look at the pictures. What can they see? What do they think is happening? Play the recording for the students and let them listen to the conversation. Or, show the animated cartoon on the hybrid CD and let the students watch and listen to the conversation that way. Then have the students read the conversation aloud. After, ask them to work in pairs to practice the conversation. Tell them to take turns saying each character's lines so that they become familiar with the entire conversation. Encourage them to use different ages each time they practice. Once the students are comfortable with the conversation, choose a few pairs to present their role-play in front of the class.

B. Listen and write the ages.



- A: How old are you?
B: I'm 4 years old.
- A: How old are you?
B: I'm 8 years old.
- A: How old is he?
B: He's 7 years old.
- A: How old is she?
B: She's 10 years old.

Speak Up

Pair A Look and say.



B Listen and write the ages.

- I'm 4 years old.
- I'm 8 years old.
- He's 7 years old.
- She's 10 years old.

How old are you? I'm six years old.

Speak Up

A Ask the students to work in pairs. Have them look at the picture and ask and answer the question with their partner. Check the answers together as a class by pointing at each pair and letting them say the question and one of the answers.

Extra Idea Put pictures of different people (young and old) on the board and ask the students to guess how old the different people are. (Teacher: "How old is he/she?" Students "He/She is (number) years old.")

B Play the recording for the students and ask them to write the missing ages. Check the answers together as a class.

Extra Idea Have a math quiz. Put two *Everyone, Speak! Kids* word flashcards on the board. Ask the students to add the two numbers together to make an age. (Teacher: "This is four and this is three. How old are you?" Students: "I'm seven years old.")

Speaking Playground

Step 1 This is a pen pal ad in the newspaper. Choose Student A or Student B. Student B is on page 60.

Student A

Name Charlie Brown Age 9 Interested in Dogs and birds	Name Anne Shirley Age <u>5</u> Interested in Hats and dresses
Name Mary Poppins Age <u>7</u> Interested in Cookies	Name David Beckham Age 10 Interested in Soccer
Name Henry Smith Age <u>6</u> Interested in Funny stories	Name Diana Turner Age 8 Interested in Music

Step 2 Ask and answer with your partner and fill in the blanks.

How old is Anne Shirley?
She's ... years old.

Speaking Playground

Step 1 Ask the students to work in pairs. Explain that Student A will use the information on page 17 and Student B will use the information on page 60.

Step 2 Have the students ask and answer the questions with their partner to fill in the blanks in their pen pal ad. After they are finished, tell each pair to check their work by comparing their information sheets.

I'm seven years old.



name: _____ score: _____

A Find and circle the words.

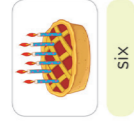
u w b s i x o f
 d p b r e f c l
 s g h x t e n b
 q t h r e e u i
 g l m f a x l c
 d u l i l e n n
 h v f v d v f v
 f u n e d m e i



five



ten



six



three

B Look and write the ages in the blanks.



1. She's eight years old.
2. He's four years old.
3. She's nine years old.
4. He's seven years old.

Unit 3 • 7

C Look and write.



1. How old are you?

I'm eight years old.



2. He's six years old.

How old is he?

D Unscramble and write.

1. old / How / she / is / ?
How old is she?
2. years / three / She's / old / .
She's three years old.
3. years / I'm / old / nine / .
I'm nine years old.

E Answer the question.



How old is your brother/sister?

8



Review

Unit 1~Unit 3

Pacing Guide

Unit 4		Sections & Pages	CD Track	Time
Review & Check Homework	Word Test			6 mins.
Play the review game		SB p.18~19		10 mins
Prepare		SB p.20	17	8 mins.
Show and Tell		SB p.21~23		18 mins.
Assign Homework	Workbook	WB p.9~10		3 mins.
	Hybrid CD	Unit 4		
Total Time				45 mins.

Introduction

Put some of the *Everyone, Speak! Kids* flashcards from the previous three units on the board. Ask the students if they can remember the questions and answers for each of the flashcards.

Unit 4 Review Unit 1~Unit 3

Start!

1 Good morning. 2 My name's Jenny.

3 She's my aunt. 4 Who are they? They're my parents.

5 Answer me! How old are you? [Sample Answer] I'm seven years old.

6 He's my grandpa. 7 I'm ten years old.

8 Miss a turn

9 Go back 1 space!

Play the game.

Instructions

- 1 Work in pairs or groups.
- 2 Take turns flipping a coin and moving. (Heads = 1 space / Tails = 2 spaces)

18

How old are you? He's my uncle.

How old...? I'm... He's...

3 I'm eight years old. 4 Move ahead 1 space!

5 Answer me! What's your name? [Sample Answer] My name's Jenny.

6 Nice to meet you.

7 Good night.

8 Good night.

FINISH

Try this

How old is Jenny? Guess.

[Sample Answer] She's nine years old.

Unit 4 • 19

Review

Look at the game board together as a class. What can the students see? Explain to the students how to play the game. Have them work in pairs or groups and tell them to take turns flipping a coin (have some extra coins in case the students don't have coins) to see how many spaces they will move (Heads = 1 space / Tails = 2 spaces). The person who flips the coin will say the phrase on the picture or ask the question (if it is a question and answer space). The person or group who finishes the game first is the winner. After the students have finished playing the game, review the key expressions in each square together as a class.

Try This Have the students guess how old Jenny is. Take a poll to see which age is the most popular guess in the class.

Extra idea Tell the students to look at Jenny's family tree. Quickly review all of the family members as a class and then ask the students to find which family member is not on the game board. (Answer: Jenny's grandmother is not on the game board.)

Show and Tell

Prepare

A Look and write.

- Good morning!
Good morning !
- What's your name?
My name's Mars Green .
- How old are you?
I'm eight years old.
- Do you have any brothers or sisters?
Yes, I have two brothers .
No, I don't have any brothers or sisters.

B Listen and check.

➔ Cut the next page out and prepare for "Show and Tell."





It's your turn

- Imagine you're an alien from Mars.
- Choose one of the three aliens on page 81 and stick it on your profile page.
- Complete your profile and write about yourself.
- Show it to the class and tell about it.

Tell me more!

Listen to your friends and ask them the questions.

- What's your brother's/sister's name?
My sisters' names are Jupiter Red, Saturn Red, and Mercury Red.
- How old is your brother/sister?
He's nine years old. / She's seven years old.
- How do you say "Hello" on Mars?
Abacadabra / Bibbidi-bobbidi-boo



Show and Tell

Prepare

The goal of this exercise is to help the students get ready for the show and tell presentation by exposing them to the structures and language they will use during their own presentation.

- A** Have the students look at the pictures and fill in the blanks in the conversation.
- B** Play the recording to let the students check their answers. Write the answers on the board while the recording is playing so that the students can double check their spelling as well.

After the students have finished checking their work, ask them to cut the next page out of their student books.

It's your turn

- Step 1** Review the information about Mars Green with the students. Tell them you're an alien from Mars and let them think of a good name for you. Then ask them to imagine they are an alien from Mars, too.
- Step 2** Have them choose one of the three alien stickers (on page 81) and stick it on their show and tell page (that they cut out of their student book).
- Step 3** Ask the students to think of a name, age, and how many brothers and sisters they will have and then to write that information on their show and tell page. Check their spelling, and then have the students fill in the presentation section of their show and tell page.
- Step 4** Have the students present their completed show and tell page to the class and tell everyone about the alien they created. For big classes, it may be better to split the students into smaller groups for presentations.

Tell me more!

After each student finishes presenting their show and tell page, have the other students ask some follow-up questions. They can ask the questions that are listed on page 23 or they can think of their own questions to ask.

Extra Idea Before starting the show and tell presentations, brainstorm some extra questions together as a class that the students could ask each other. Write the questions they think of on the board.

Review




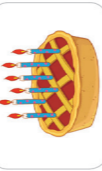
name: _____ score: _____

A Look at the picture and fill in the words.







- Good m o r ning!
 W h a t's your name?
 My n a m e's Mars Green.
 How o l d are you?
 I'm eight y e a r s old.

B Choose and fill in the blanks.

	1. Good _____ night afternoon / night
	2. _____ See / Meet you later.
	3. She's my _____ grandma / grandpa grandma / grandpa
	4. I'm _____ six / seven / eight years old.

Unit 4 • 9

C Look and circle.

- | | |
|--|--|
| 1. Nice to meet you.  | 2. Who's he?  |
| Nice to meet you, too.
See you later. | She's my mother.
He's my father. |
| 3. Who are they?  | 4. How old is she?  |
| They're my grandpa.
They're my grandparents. | She's eight years old.
She's my sister. |

D Unscramble and write.

- she / is / Who / ?
--- Who is she? ---
- you / Nice / meet / to / .
--- Nice to meet you. ---
- brother / He / my / is / .
--- He is my brother. ---
- old / you / How / are / ?
--- How old are you? ---

10

Pacing Guide

Unit 5		Sections & Pages	CD Track	Time
Review & Check Homework	Word Test			8 mins.
Warm Up		SB p.24	18, 19	8 mins
Start Up		SB p.25	20, 21	10 mins.
Speak Up		SB p.26	22	8 mins.
Speaking Playground		SB p.27		10 mins.
Assign Homework	Workbook	WB p.11~12		3 mins.
	Hybrid CD	Unit 5		
Total Time				45 mins.

Speaking Task

Talking about your toys

Key Vocabulary

doll / robot / train / teddy bear /
bike / bat / balloon /
jump rope

Key Expression

Do you have a bike?
Yes, I do. I have a bike.

Introduction

Put pictures of some popular toys on the board. Ask the students if they know the names of the toys. (Teacher: "What's this?" Students: "It's a (toy name).") Then ask the students if they have any of the toys. (Teacher: "Do you have a video game console?" Students: "Yes, I do./No, I don't.") You can also take a vote to see which of the toys the students like the best, or would want as a birthday/ Christmas present.

Unit
5

Do you have a bike?

Talking about your toys

Warm Up

A Listen and sing.

Bike, bike. Do you have a bike?
Yes, I do! I have a bike.

Robot, robot. Do you have a robot?
No, I don't! I don't have a robot.
I have a bike,
but I want a robot now!

B Sing again. Make your own gestures for the toys.

Think & Say

What's your favorite toy? Why do you like it?

[Sample Answer]
My favorite toy is a doll.
It's cute.

24

Warm Up

- A** Have the students look at the picture. What can they see? What do they think is happening? Ask them if they like robots. Play the recording for the students and let them listen to the song. Or, show the animated cartoon on the hybrid CD and let the students watch and listen to the song that way. Practice singing the song with the students.
- B** Once the students are comfortable with the song's lyrics, ask them to make their own gestures when singing the names of the toys. You can brainstorm gestures as a class for everyone to do together, or have the students all make their own gestures.
- Think & Say** Brainstorm some things that the students like about their toys as a class and write their ideas on the board. Ask the students to work in pairs to ask and answer the questions. Tell them they can think of their own answer or use the ideas on the board for the second question.

Start Up

A Listen and stick. Then, say.

- | | | | |
|------------|-------------|---------------|------------------|
| 1.
doll | 2.
robot | 3.
train | 4.
teddy bear |
| 5.
bike | 6.
bat | 7.
balloon | 8.
jump rope |

B Listen and say. Then, role-play the conversation.

Panel 1: Maya asks, "Do you have a doll?" The boy replies, "Yes, I do."

Panel 2: Maya asks, "Do you have a teddy bear?" The boy replies, "No, I don't. Why?"

Panel 3: The boy says, "No reason." Maya says, "This is for you!" (giving him a teddy bear). The boy replies, "Thank you!"

► What do you want to give to your friend?
[Sample Answer] I want to give a jump rope to my friend.

Unit 5 • 25

Start Up

- A** Play the recording for the students and ask them to place the word stickers (found on page 83) under each picture. Correct the answers as a class.
- Extra Idea** Pass one of the *Everyone, Speak! Kids* flashcards for the unit to a student and say, "I have a (flashcard)." Ask them to say the same thing and then pass it to the student sitting next to them. Time how long it takes for the whole class to pass each of the flashcards around.
- B** Have the students look at the pictures. What can they see? What do they think is happening? Play the recording for the students and let them listen to the conversation. Or, show the animated cartoon on the hybrid CD and let the students watch and listen to the conversation that way. Then have the students read the conversation aloud. After, ask them to work in pairs to practice the conversation. Tell them to take turns saying each character's lines so that they become familiar with the entire conversation. Encourage them to use different toys each time they practice. Once the students are comfortable with the conversation, choose a few pairs to present their role-play in front of the class.

B. Listen and check



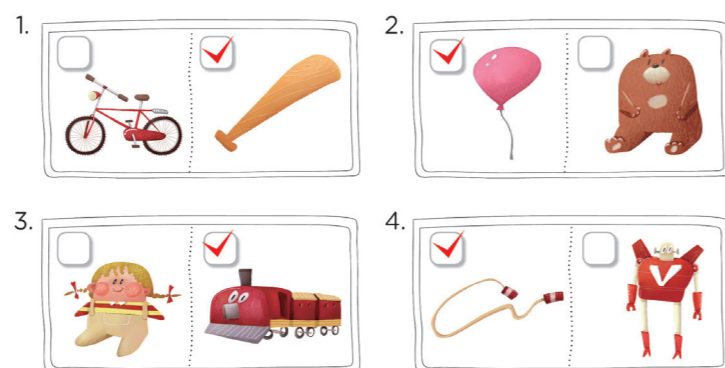
- A: Do you have a bike?
B: No, I don't. But I have a bat.
- A: Do you have a balloon?
B: Yes, I do.
- A: Do you have a doll?
B: No, I don't. But I have a train.
- A: Do you have a robot?
B: No, I don't. But I have a jump rope.

Speak Up

Pair A Look and say.



B Listen and check.



Do you have a bike? No, I don't.

26

Speaking Playground

[Sample Answers]

Step 1 Stick five toys you like and complete your toy collection.



Step 2 Find a friend with the same five toys. Then, complete the sentence.



Unit 5 27

Speak Up

A Ask the students to work in pairs. Have them look at the picture and ask and answer the questions with their partner. Check the answers together as a class by pointing at each pair and letting them say one of the questions and answers.

Extra Idea Make signs for "Yes, I do" and "No, I don't" and tape them on separate sides of the classroom. Ask all of the students to stand in the middle of the classroom. Ask the students if they have a specific toy and then have them run and stand on the side with their answer. Once they are standing near the proper sign, ask them the question again and have them tell you their answer. (Teacher: "Do you have a bike?" Students: "Yes, I do." / "No, I don't.")

B Play the recording for the students and ask them to put check marks next to the correct answers. Check the answers together as a class.

Extra Idea Put the *Everyone, Speak! Kids* flashcards in an envelope (or basket). Choose one of the flashcards and put it down on your desk without showing the students what it is. Mime out the flashcard word and have the students take turns trying to guess what it is. (Student: "Do you have a bat?" Teacher: "Yes, I do." / "No, I don't.") The student who guesses correctly gets to choose the next flashcard and mime out the word.

Speaking Playground

Step 1 Tell the students to choose five toys stickers (found on page 81) and place them on their toy collection picture. Then ask them to write their name above their toy collection.

Step 2 Have the students walk around the classroom and ask the other students about their toy collections. When they find someone who has the same toy collection as they do, they can write the other student's name in the blank at the bottom of the page. Once all the students have finished the activity, have them take turns telling the class who has the same toys as them.

Do you have a bike?



name: _____ score: _____

A Find and circle the words.

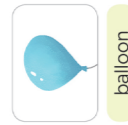
j m u x a r z n
l t r o b o t g
q p o h h f l
w r g s p k c w
b a l l o o n o
n i e w h m f
x n g n z e a l
w i h b i k e w



robot



bike



balloon



train

B Look and fill in the blanks.

- I have a doll.
- I don't have a bat.
- Do you have a jump rope?
- Do you have a teddy bear?

Unit 5 • 11

C Look and write.

- Do you have a robot?



Yes, I do.

- Do you have a balloon?



No, I don't.

D Unscramble and write.

- a bat / have / you / Do / ?
Do you have a bat?
I have a train.
- have / I / a train / .
I have a train.
- don't / I / a bike / have / .
I don't have a bike.

E Answer the question.



Do you have a jump rope?

12



What color is your bag?

Speaking Task

Talking about colors

Key Vocabulary

red / pink / orange / yellow /
green / blue / purple / brown /
black / white

Key Expression

What color is your bag?
It's blue.

Pacing Guide

Unit 6		Sections & Pages	CD Track	Time
Review & Check Homework	Word Test			6 mins.
Warm Up		SB p.28	23, 24	8 mins
Start Up		SB p.29	25, 26	10 mins.
Speak Up		SB p.30	27	8 mins.
Speaking Playground		SB p.31		10 mins.
Assign Homework	Workbook	WB p.13~14		3 mins.
	Hybrid CD	Unit 6		
Total Time				45 mins.

Introduction

Walk around the class and ask the students what color different objects are (posters, books, students' clothes and bags). Have the students say what color the clothes you're wearing are.

Unit

6

What color is your bag?

• Talking about colors

Warm Up

A Listen and chant.

What color is your bag?
Blue, blue, it's blue.

What color is your coat?
Pink, pink, it's pink.

What color is your car?
Brown, brown, it's brown.

A blue bag. It's my bag.
A pink coat. It's my coat.
A brown car. It's my car.

[Sample Answers]
I can see red/black/white.

B Chant again. Point at each color when you say it.

Think & Say

What colors can you see in your classroom?

28
29

Start Up

A Listen and stick. Then, say.

1.	2.	3.	4.	5.
red	pink	orange	yellow	green
6.	7.	8.	9.	10.
blue	purple	brown	black	white

B Listen and say. Then, role-play the conversation.

I can't find my bag.

Lily, what color is your bag?
It's yellow.

Here it is!
Oh, thank you!

Oh, no! This isn't my bag!

▶ What color is your bag?
[Sample Answers] It's red/black.

28
29

Warm Up

A Have the students look at the picture. What can they see? What do they think is happening? Ask them what color their bag and coats are. Play the recording for the students and let them listen to the chant. Or, show the animated cartoon on the hybrid CD and let the students watch and listen to the chant that way. Practice saying the chant with the students.

B Once the students are comfortable with the chant, ask them to point at each color (either in their book or somewhere else in the classroom) when they say the colors.

Think & Say Ask the students the question. Encourage them to say the color they see and the object together. (Student: "I can see a red eraser." / "I can see a blue chair.")

Start Up

A Play the recording for the students and ask them to place the word stickers (found on page 83) under each picture. Correct the answers as a class.

Extra Idea Split the students into two teams. Have one member from each team stand at the back of the class. Call out a color ("It's red.") and have the kids run and find something in the classroom that is the same color. The first person to bring you something that matches the color you called out gets a point for their team.

B Have the students look at the pictures. What can they see? What do they think is happening? Play the recording for the students and let them listen to the conversation. Or, show the animated cartoon on the hybrid CD and let the students watch and listen to the conversation that way. Then have the students read the conversation aloud. After, ask them to work in pairs to practice the conversation. Tell them to take turns saying each character's lines so that they become familiar with the entire conversation. Encourage them to use different colors each time they practice. Once the students are comfortable with the conversation, choose a few pairs to present their role-play in front of the class.

32

33

B. Listen and write O or X.



1. My pencil is blue.
My pen is pink.
My notebook is yellow.
2. My pencil is white.
My pen is orange.
My notebook is green.
3. My pencil is red.
My pen is black.
My notebook is purple.
4. My pencil is orange.
My pen is red.
My notebook is green.

Speak Up

A Look and say.



B Listen and write O or X.

1. 2.

3. 4.

What color is your pencil? It's blue.

Speaking Playground

[Sample Answers]

Step 1 Choose what you want and follow the arrows. Circle who you are.



Step 2 Find a friend with the same items. Then, complete the sentence.

What color is your hat/car/pencil?

It's ...

Mary and I have the same items.

Speak Up

A Ask the students to work in pairs. Have them look at the picture and ask and answer the questions with their partner. Check the answers together as a class by pointing at each pair and letting them say one of the questions and answers.

Extra Idea Have the students draw pictures like the one in activity A. Tell them make the things in their picture any color they'd like. Then ask them to talk about their picture with their partner using the structure from activity A.

B Play the recording for the students and ask them to place an "O" next to the picture if it's correct and an "X" next to the picture if it's incorrect. Check the answers together as a class.

Extra Idea Put one *Everyone, Speak! Kids* flashcard from unit 5 and one from unit 6 next to each other and tape them together (for example, green and balloon). Do this for the rest of the flashcards from units 5 and 6 as well. Ask the students to work in pairs. Give one student the pile of flashcards and have their partner ask questions about the objects. (Student A: "What color is your balloon?" Student B: "It's green.") Time each pair to see how fast they can say all the color and toy flashcards.

Speaking Playground

Step 1 Ask the students to choose what items they want and follow the arrows down until they reach the people at the bottom. Tell them to circle who they are. Ask each student what person they are. (Teacher: "What's your name?" Student: "I'm Jake/Amy/Nick/Emily.")

Step 2 Have the students walk around the classroom and ask the other students about what color hat, car, and pencil they chose. When they find someone who has the same colors for all three items as them, they can write the other student's name in the blank at the bottom of the page. Once all the students have finished the activity, have them take turns telling the class who has the same colored items as they do.

Unit 6 What color is your bag?



name: _____ score: _____

A Complete the puzzle.

DOWN

1. 2. 3.

ACROSS

4. 5.

1 p u r a n g e
2 g r e e n
3 b l u e
4 o r a n g e
5 r e d

B Look and fill in the blanks.

- My pencil is black.
- My coat is pink.
- My hat is yellow.
- My car is brown.

Unit 6 • 13

C Look and write.

- What color is your ball?

It's green.
- What color is your bag?

It's yellow.

D Unscramble and write.

- is / What / your bike / color / ?
What color is your bike?
- kite / My / white / is / .
My kite is white.
- bag / my / isn't / This / .
This isn't my bag.

E Answer the question.

What color is your notebook?

14



Unit 7 It's a big ball.

Speaking Task

Describing things

Key Vocabulary

big / small / new / old /
long / short / thick / thin

Key Expression

Is it a big ball?
Yes, it is. It's a big ball.

Pacing Guide

Unit 7		Sections & Pages	CD Track	Time
Review & Check Homework	Word Test			6 mins.
Warm Up		SB p.32	28, 29	8 mins
Start Up		SB p.33	30, 31	10 mins.
Speak Up		SB p.34	32	8 mins.
Speaking Playground		SB p.35		10 mins.
Assign Homework	Workbook	WB p.15~16		3 mins.
	Hybrid CD	Unit 7		
Total Time				45 mins.

Introduction

Write the words “big,” “small,” “long,” and “short” on the board. Make each of the words look like their meaning (for example, write “big” really big and “small” really small). Say each word while you are writing it. Then choose some of the children to come to the front and write the words the same way.

Unit 7 It's a big ball.

• Describing things

Warm Up

A Listen and chant. T28

Is it a big ball? Yes, it is. It's a big ball.	Is it a long bat? Yes, it is. It's a long bat.
Is it a big box? No, it isn't. It's a small box.	Is it a long ribbon? No, it isn't. It's a short ribbon.

B Chant again. Make your body “big,” “small,” “long,” and “short” when you hear the words.

Think & Say Find something small in your classroom. What is it?

[Sample Answer] My eraser is small.

32

Warm Up

- A** Have the students look at the picture. What can they see? Ask them if they like the big box or the small box better. Play the recording for the students and let them listen to the chant. Or, show the animated cartoon on the hybrid CD and let the students watch and listen to the chant that way. Practice saying the chant with the students.
- B** Once the students are comfortable with the chant, ask them to make their body big, small, long, and short when they hear the words. You can brainstorm ways to do this together as a class, or have the students think of their own ways to make their body into the different sizes.
- Think & Say** Ask the students to work in pairs to ask and answer the question. Then ask each pair what small object they found.
- Extra Idea** Can the students also find objects in the classroom that are big, long, and short?

Start Up

A Listen and stick. Then, say. T29

1. big	2. small	3. new	4. old
5. long	6. short	7. thick	8. thin

Pair B Listen and say. Then, role-play the conversation. T31

► Does Marco have a big balloon?

[Sample Answers] Yes, he does. / Yes, he has a big balloon.

Unit 7 • 33

Start Up

- A** Play the recording for the students and ask them to place the word stickers (found on page 83) under each picture. Correct the answers as a class.
- Extra Idea** Put the *Everyone, Speak! Kids* flashcards for the unit on the board. Ask the students to close their eyes. Mix up the order of the flashcards and take one of the flashcards away. Tell the students to open their eyes and have them guess which card is missing.
- B** Play the recording for the students and let them listen to the conversation. Or, show the animated cartoon on the hybrid CD and let the students watch and listen to the conversation that way. Then have the students read the conversation aloud. After, ask them to work in pairs to practice the conversation. Tell them to take turns saying each character's lines so that they become familiar with the entire conversation. Once the students are comfortable with the conversation, choose a few pairs to present their role-play in front of the class.
- Extra Idea** Give the students balloons to use when presenting their role-play to the class. Tell them to blow the balloon up and then let go of it (without tying it) to let the air out. This will be safer than popping the balloon.

B. Listen and number.



1. A: Is it a big box?
B: Yes, it is. It's a big box.
2. A: Is it a long bat?
B: No, it isn't. It's a short bat.
3. A: Is it a thick jacket?
B: Yes, it is. It's a thick jacket.
4. A: Are they new shoes?
B: No, they aren't. They're old shoes.

Speak Up

Pair A Look and say.

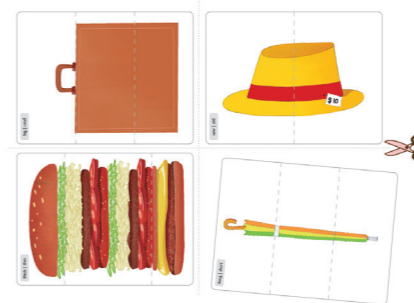


B Listen and number.



Speaking Playground

Step 1 Cut out the picture cards on page 71.



Step 2 Fold each card and show it to your partner. Ask your partner to guess the whole picture.



Speak Up

A Ask the students to work in pairs. Have them look at the picture and ask and answer the questions with their partner. Check the answers together as a class by pointing at each pair and letting them say one of the questions and answers.

B Play the recording for the students and ask them to number the things they hear. Check the answers together as a class.

Extra Idea Prepare items similar to the ones in activity A on page 33 and put them in a box. Have the students take turns coming to the front and choosing one of the items (you can have them close their eyes if you'd like). Ask them about the item they are holding. (Teacher: "Is it a big ball?" Student: "Yes, it is. It's a big ball." / "No, it isn't. It's a small ball.")

Speaking Playground

Step 1 Ask the students to cut out the picture cards on page 71.

Step 2 Have the students fold the picture cards on the dotted lines (younger students may need help correctly folding the picture cards). Then ask them to work in pairs. Tell the students to show their folded picture card to their partner. Their partner will try and guess what the whole picture is. Once the pairs have finished showing each other their picture cards ask each student how many picture cards they guessed correctly.

Unit 7

It's a big ball.

name: _____ score: _____

A Unscramble the words and match.

1. dlo → old
 2. wne → new
 3. igb → big
 4. mlisa → small

B Look and fill in the blanks.

1. It's a long ribbon.
 2. It's a short ribbon.
 3. It's a thick book.
 4. It's a thin book.

Unit 7 • 15

C Look and write.

1. It's a small balloon.

2. It's a big balloon.

D Unscramble and write.

- a long / is / jump rope / it / ?
 --- Is it a long jump rope?
- shoes / are / They / new / .
 --- They are new shoes.
- book / it / a thick / is / .
 --- It is a thick book.

E Answer the question.

Is it a new hat?
your hat

16

Pacing Guide

Unit 8		Sections & Pages	CD Track	Time
Review & Check Homework	Word Test			6 mins.
Play the review game		SB p.36, 37		10 mins
Prepare		SB p.38	33	8 mins.
Show and Tell		SB p.39~41		18 mins.
Assign Homework	Workbook	WB p.17~18		3 mins.
	Hybrid CD	Unit 8		
Total Time				45 mins.

Introduction

Put some of the *Everyone, Speak! Kids* flashcards from the previous three units on the board. Ask the students if they can remember the questions and answers for each of the flashcards.

Unit 8 Review Unit 5~Unit 7

orange
jump rope
doll
robot
teddy bear

Look at the picture and practice.

- Do you have a **doll**?
[Sample Answers] No, I don't. / No, I don't have a doll.
- What color is **the bike**?
[Sample Answer] It's green.

36

Toy Land

OPEN

long
big
thick
yellow
purple
green

3. Is it a **big bag**?
[Sample Answers] Yes, it is. / Yes, it's a big bag.

Try this
What color are the balloons?
[Sample Answer] They're purple, orange, green, yellow, and red.

Unit 8 • 37

Review

Have the students look at the picture. What can they see? What do they think is happening? Review all of the vocabulary and key expressions together as a class. Have the students work with a partner and use the questions at the bottom of the page to talk about the picture. Remind them that they can change the highlighted words in order to talk about different things in the picture. After, check the students' comprehension by asking each pair a few questions about the picture.

Try this Ask the students to talk about what color the balloons are with their partner. Then ask each student what their favorite color of balloon is.

Extra Idea Have the students draw and color their own toy store (or print off coloring sheets of a toy store for them). Their partner will use the questions on page 36 to ask them about the things in their toy store.

Show and Tell

Prepare

A Look and write.

- I have a(n) new train.
new / old
- It's a long train.
long / short / big / small
- It's green and purple.
black / green / yellow / purple
- I like my new train!
like / don't like

B Listen and check.

➔ Cut the next page out and prepare for "Show and Tell."

38

I have a(n) old bike.
It's a small bike.
It's yellow and blue.
I like my old bike!

Unit 8 • 39

It's your turn

- Step 1** Finish drawing the bike on page 39.
- Step 2** Color it with your two favorite colors.
- Step 3** Write about it.
- Step 4** Show it to the class and tell about it.

Tell me more!

Listen to your friends and ask them the questions.

- Why do/don't you like your bike?
I like my bike because it's big/new/old.
- What other toys do you have?
I have a teddy bear.
- What's your favorite toy?
My favorite toy is my robot.

[Sample Answers]

Unit 8 • 41

Show and Tell

Prepare

- A** Have the students look at the pictures and fill in the blanks in the conversation.
- B** Play the recording to let the students check their answers. Write the answers on the board while the recording is playing so that the students can double check their spelling as well.
- After the students have finished checking their work, ask them to cut the next page out of their books.

It's Your Turn

- Step 1** Tell the students that they are going to draw their own bike. Review the answers about the train on page 38 and tell the students that they can talk about their bike the same way.
- Step 2** Review colors quickly using the *Everyone, Speak! Kids* flashcards. Then ask the children to color their bike with their two favorite colors.

- Step 3** Ask the students to write about their bike. Tell them to include information about whether their bike is old or new, the size of their bike, the color of their bike, and how they feel about their bike. If they are unsure of what to write, remind them to re-read the sentences they completed on page 38.

- Step 4** Have the students present their completed show and tell page to the class and tell everyone about their bike. For big classes, it may be better to split the students into smaller groups for presentations.

Tell me more!

After each student finishes presenting their show and tell page, have the other students ask some follow-up questions. They can ask the questions that are listed on page 41 or they can think of their own questions to ask.

- Extra Idea** Before starting the show and tell presentations, brainstorm some extra questions together as a class that the students could ask each other. Write the questions they think of on the board.

Review



name: _____ score: _____

A Fill in the words and match them to the pictures.



1. rob o t
2. j u mp r o pe
3. pu r ple balloon
4. bro w n teddy bear

B Choose and fill in the blanks.



1. The bat is short
long / short
2. The bag is red
red / pink / blue
3. The big bike is green.
train / bike / doll
4. The book is thin
thin / thick

Unit 8 • 17

C Look and circle.

1. Do you have a bike?
 Yes, I do.
No, I don't.
2. Do you have a train?
 Yes, I do.
No, I don't.
3. What color is the car?
 It's blue.
It's brown.
4. Is it a big ball?
 Yes, it is.
No, it isn't.

D Unscramble and write.

1. don't / I / a ball / have / .
I don't have a ball.
2. is / color / What / your balloon / ?
What color is your balloon?
3. a long / it / Is / ribbon / ?
Is it a long ribbon?
4. a doll / you / Do / have / ?
Do you have a doll?

18

Pacing Guide

Unit 9		Sections & Pages	CD Track	Time
Review & Check Homework	Word Test			6 mins.
Warm Up		SB p.42	34, 35	8 mins
Start Up		SB p.43	36, 37	10 mins.
Speak Up		SB p.44	38	8 mins.
Speaking Playground		SB p.45		10 mins.
Assign Homework	Workbook	WB p.19~20		3 mins.
	Hybrid CD	Unit 9		
Total Time				45 mins.

Speaking Task

Talking about animals

Key Vocabulary

pig / cow / rabbit / horse /
monkey / lion / giraffe / elephant

Key Expression

What are these?
They're lions.

Introduction

Put some pictures of farm and zoo animals on the board. Do the students know the names of the animals? Do they know what sounds the animals make? Ask the students what their favorite animals are. What color are their favorite animals? Are their favorite animals big, small, short, or long?

Unit 9 They're lions.

Talking about animals

Warm Up

A Listen and sing.

What's this? What's this?
It's a pig. Oink-oink!

What's this? What's this?
It's a cow. Moo-moo!

I see a pig! I see a cow!

What are these? What are these?
They're lions. Rawr-rawr!

What are these? What are these?
They're horses. Neigh- neigh!

I see lions! I see horses!

Think & Say

Can you make the animal sounds?
Who can do it the best?

B Sing again. Shout out the animal sounds.

[Sample Answers]
Yes, I can.
I can do the pig sound, Oink-oink!
/ James makes the best lion sound in the class.

Start Up

A Listen and stick. Then, say.

1. pig	2. cow	3. rabbit	4. horse
5. monkey	6. lion	7. giraffe	8. elephant

B Listen and say. Then, role-play the conversation.

Look! There's a lion!

What's this? It's an elephant.

They're rabbits.

What are these? They're so cute!

▶ What other animals can you see at the zoo?
[Sample Answer] I can see horses at the zoo.

Warm Up

- A** Have the students look at the picture. What can they see? Where do they think the animals are? Play the recording for the students and let them listen to the song. Or, show the animated cartoon on the hybrid CD and let the students watch and listen to the song that way. Practice singing the song with the students.
- B** Once the students are comfortable with the song's lyrics, ask them to shout out the animal sounds when they sing.
- Think & Say** Ask the students the questions and then have them all make the animal sounds one more time. Take a vote to see who they think makes the animal sounds the best.
- Extra Idea** Have the students make their own song with different animals and sounds. This can be done in pairs, small groups, or together as a class. The Hybrid CD contains an instrumental version of the song that you can play while the students sing their own lyrics.

Start Up

- A** Play the recording for the students and ask them to place the word stickers (found on page 83) under each picture. Correct the answers as a class.
- Extra Idea** Draw one of the animals on the board and have the students guess which one it is. (Students: "It's a horse.") Then let the students take turns drawing animals on the board while their classmates try to guess which animal it is.
- B** Have the students look at the pictures. What can they see? What do they think is happening? Play the recording for the students and let them listen to the conversation. Or, show the animated cartoon on the hybrid CD and let the students watch and listen to the conversation that way. Then have the students read the conversation aloud. After, ask them to work in pairs to practice the conversation. Tell them to take turns saying each character's lines so that they become familiar with the entire conversation. Encourage them to use different animals each time they practice. Once the students are comfortable with the conversation, choose a few pairs to present their role-play in front of the class.

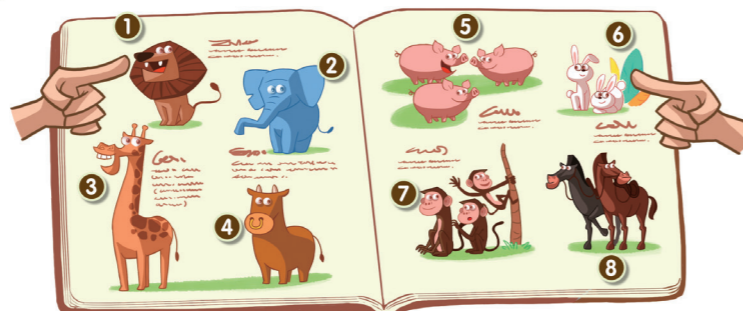
B. Listen and stick



1. A: What's this?
B: It's a monkey.
2. A: What are these?
B: They're lions.
3. A: What are these?
B: They're giraffes.
4. A: What's this?
B: It's a horse.
5. A: What are these?
B: They're elephants.
6. A: What's this?
B: It's a rabbit.

Speak Up

Pair
A Look and say.



What's this?

It's a lion.

What are these?

They're pigs.

B Listen and stick.



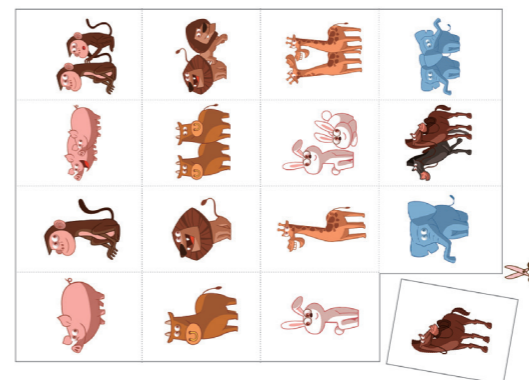
44

Speak Up

- A** Ask the students to work in pairs. Have them look at the picture and ask and answer the questions with their partner. Check the answers together as a class by pointing at each pair and letting them say one of the questions and answers.
- B** Play the recording for the students and ask them to put the correct stickers (can be found on page 81) in each blank. Check the answers together as a class.

Speaking Playground

Step 1 Cut out the picture cards on page 73.



Step 2 Mix the cards up. Then, ask and answer with your partner.

What's this?

It's a lion.

Who can do it the fastest?
Make groups and time each group.

What are these?

They're monkeys.

Unit 9 • 45

Speaking Playground

Step 1 Ask the students to cut out the picture cards on page 73.

Step 2 Have the students work in pairs. Tell them to ask and answer questions about the picture cards with their partners. After the students have had some time to practice the activity, time each pair to see how fast they can ask and answer the questions about all the picture cards.

Extra Idea Put two sets of the page 73 picture cards on a table at the front of the class. Split the class into two teams. Whisper a sentence into the ear of one student from each team. When you say "go" those students have to whisper the same sentence to the next player on their team. When the sentence is whispered to the last players on each team, they will run to the front of the class, find the correct picture card, and put it on the board. The teams can then ask, "What's this?" or "What are these?" and the last players can answer.

Unit 9 They're lions.



name: _____ score: _____

A Unscramble the words and match.

1. woc	↑	cow
2. tbirba	↑	rabbit
3. noil	↑	lion
4. hateplen	↑	elephant

B Look and fill in the blanks.

- It's a giraffe
- It's a pig
- They're monkeys
- They're horses

C Look and write.

- What's this?

It's an elephant.
- What are these?

They're rabbits.

D Unscramble and write.

- are / They / giraffes / .
They are giraffes.
- these / are / What / ?
What are these?
- a / It's / monkey / .
It's a monkey.

E Answer the questions.

- What's this?
- What are these?

20

Unit 9 • 19

Unit 10

Jimmy has a big nose.

Speaking Task

Talking about body parts

Key Vocabulary

head / eye(s) / ear(s) / nose /
mouth / finger(s) / hand(s) /
arm(s) / leg(s) / foot(feet)

Key Expression

Jimmy has a big nose.
Jimmy has big ears.

Pacing Guide

Unit 10		Sections & Pages	CD Track	Time
Review & Check Homework	Word Test			6 mins.
Warm Up		SB p.46	39, 40	8 mins
Start Up		SB p.47	41, 42	10 mins.
Speak Up		SB p.48	43	8 mins.
Speaking Playground		SB p.49		10 mins.
Assign Homework	Workbook	WB p.21~22		3 mins.
	Hybrid CD	Unit 10		
Total Time				45 mins.

Introduction

Call a student to the front. Point to their head and ask the other students what it is. (Teacher: "What is it?" Students: "It's a head.") Ask another student to come up, point to their eyes, and ask the students what they are. (Teacher: "What are these?" Students: "They are eyes.") Continue doing this until you've introduced the students to all the body parts in the unit (head, eyes, ears, nose, mouth, finger, hand, arm, leg, foot).

Unit

10

Jimmy has a big nose.

Talking about body parts

Warm Up

A Listen and chant. T39

Trico has a big **head**.
Yes, she does.
Trico has big **eyes**.
Woo! Woo! Woo!

Jimmy has a big **nose**.
Yes, he does.
Jimmy has big **ears**.
Yeah! Yeah! Yeah!

B Chant again. Point at your body parts when you hear them. T40

Think & Say

Who is Trico and who is Jimmy? Who has big hands?

[Sample Answer]
Jimmy has big hands.

46

Warm Up

- A** Have the students look at the picture. What can they see? What do they think is happening? Ask them what size the clown, dinosaur, and mice are. Play the recording for the students and let them listen to the chant. Or, show the animated cartoon on the hybrid CD and let the students watch and listen to the chant that way. Practice saying the chant with the students.
- B** Once the students are comfortable with the chant, ask them to point to their body parts when they hear the words.
- Think & Say** Have the students work with a partner to answer the questions. Then check the answers together as a class.

Start Up

A Listen and stick. Then, say. T41

1. head

3. ear(s)

5. mouth

7. hand(s)

9. leg(s)

2. eye(s)

4. nose

6. finger(s)

8. arm(s)

10. foot(feet)

B Listen and say. Then, role-play the conversation. T42

▶ Does Ben have a big mouth?
[Sample Answer] **No, he doesn't.**

Unit 10 • 47

Start Up

- A** Play the recording for the students and ask them to place the word stickers (found on page 83) under each picture. Correct the answers as a class.
- Extra Idea** Play "Simon says" with the students. Teach the students that if you say "Simon says" before telling them to do an action, they should do the action. If you do not say "Simon says" before telling them to do an action, they should not do the action. Use simple actions (touch, point, clap, snap, cover, pat, squeeze, etc.) and the body parts vocabulary to play the game.
- B** Have the students look at the pictures. What can they see? What do they think is happening? Play the recording for the students and let them listen to the conversation. Or, show the animated cartoon on the hybrid CD and let the students watch and listen to the conversation that way. Then have the students read the conversation aloud. After, ask them to work in pairs to practice the conversation. Tell them to take turns saying each character's lines so that they become familiar with the entire conversation. Encourage them to try using the words for different body parts each time they practice. Once the students are comfortable with the conversation, choose a few pairs to present their role-play in front of the class.

B. Listen and number.



1. The clown has long legs and a big mouth.
2. The clown has big hands and long fingers.
3. The clown has big eyes and small ears.
4. The clown has a big head and short arms.

Speak Up

Pair A Look and say.

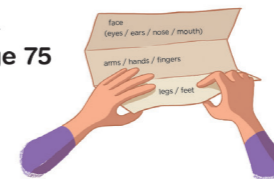


B Listen and number.



Speaking Playground

Step 1 Make groups of three people. Fold the activity sheet on page 75 into three parts.



Step 2 Each member of the group draws one part of the monster.



Step 3 Unfold the paper. Give your monster a name. Then, tell the class about it.



Speak Up

A Ask the students to work in pairs. Have them look at the picture and say the sentences with their partner. Check the answers together as a class by pointing at each pair and letting them say the two sentences for one of the pictures.

Extra Idea Reviews the words “big,” “small,” “long,” and “short” using the *Everyone, Speak! Kids* flashcards from unit 6. Draw a 4 X 4 grid on the board and put the adjective flashcards in the top row. Put the body parts flashcards in the remaining squares. Have the students taking turns throwing a foam ball or a sticky ball at the board. When they hit a body part flashcard, they have to make a sentence using an animal or person, the body part they hit, and the adjective that is above it. (Student: “My dad has long legs.” // “A mouse has small eyes.”)

B Play the recording for the students and ask them to number the pictures. Check the answers together as a class.

Extra Idea Put the animal flashcards from unit 9 on the board. Describe an animal by talking about its body parts. Have the students raise their hand and guess which animal you are talking about. (Teacher: “It has two big ears and a long nose.” Student: “It’s an elephant.”)

Speaking Playground

Step 1 Have the students work in groups of three. Tell them to use the activity sheet on page 75 and ask them to fold it into three equal parts. For younger students, you may have to demonstrate how you would like the students to fold the activity sheet.

Step 2 Tell the students that they are going to create their own monster. Explain that each student will draw a part of the monster on one of the paper’s folds. Show the students how the top fold will be the top part of the monster, the middle fold will be the monster’s body, and the bottom fold will be the bottom part of the monster.

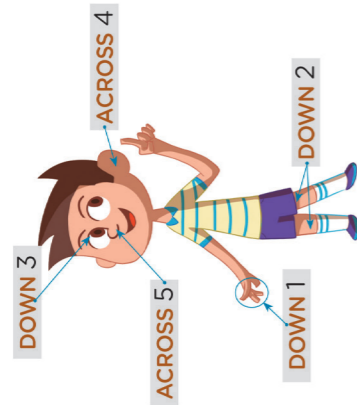
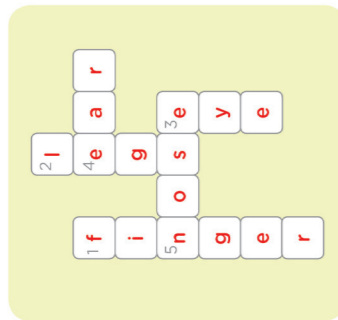
Step 3 When the last student of each group has drawn their part of the monster, ask the students to unfold their piece of paper and look at their monster. Tell them to think of a name for their monster and then have each group tell the class about the monster they made. When a group has finished presenting put their monster on the board. After everyone has presented their monster, take a vote to see which monster the students like the best.

Jimmy has a big nose.

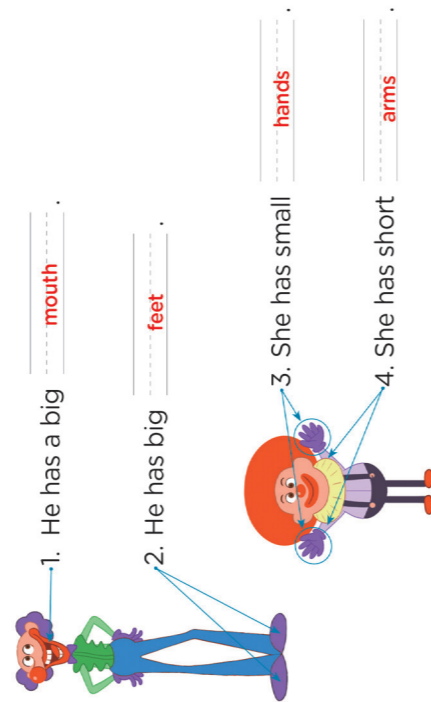
Unit 10

name: _____ score: _____

A Complete the puzzle.



B Look and fill in the blanks.



Unit 10 • 21

22

C Look and write.

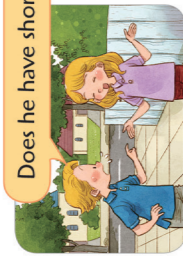
1. Does he have big eyes?



Yes, he does. He has

big eyes.

2. Does he have short legs?



No, he doesn't. He has

long legs.

D Unscramble and write.

1. has / She / feet / big / .

She has big feet.

2. a small / has / mouth / He / .

He has a small mouth.

3. arms / They / short / have / .

They have short arms.

E Answer the question.



Do you have long fingers?

Pacing Guide

Unit 11		Sections & Pages	CD Track	Time
Review & Check Homework	Word Test			6 mins.
Warm Up		SB p.50	44, 45	8 mins
Start Up		SB p.51	46, 47	10 mins.
Speak Up		SB p.52	48	8 mins.
Speaking Playground		SB p.53		10 mins.
Assign Homework	Workbook	WB p.23~24		3 mins.
	Hybrid CD	Unit 11		
Total Time				45 mins.

Speaking Task

Talking about vegetables

Key Vocabulary

carrots / potatoes / spinach /
tomatoes / cucumbers / onions /
peas / mushrooms

Key Expression

Do you like carrots?
Yes, I do. I like carrots.

Introduction

Tell the students about the food you will eat today. Ask them if they like the food. (Teacher: "Do you like pizza?" Students: "Yes, I do. // No, I don't.") Ask the students what food they will eat today. Do they like it? Ask them what vegetables they will eat. You can also ask them if they know why it's important to eat vegetables.

Unit

11

Talking about vegetables

Do you like carrots?

Warm Up

A Listen and chant. T44

Carrots, carrots.
Do you like **carrots**?
Do you like **carrots**?
Yummy! Yummy! Yes, I do.

Mushrooms, mushrooms.
Do you like **mushrooms**?
Do you like **mushrooms**?
Yummy! Yummy! Yes, I do.

I like **carrots**!
I like **mushrooms**!

B Chant again. Act like the vegetables in the picture. T45

Think & Say

What vegetables do you like?

[Sample Answers] I like tomatoes/ spinach/ cucumbers.

Start Up

A Listen and stick. Then, say. T46

1. carrots	2. potatoes	3. spinach	4. tomatoes
5. cucumbers	6. onions	7. peas	8. mushrooms

Pair B Listen and say. Then, role-play the conversation. T47

Do you like **carrots**?
No, I don't.

Do you like **cucumbers**?
No, I don't.

Then, what do you like?

I like you!

▶ What vegetables don't you like?
[Sample Answers] I don't like onions/peas.

Unit 11 • 51

Warm Up

A Have the students look at the picture. What can they see? What are the vegetables doing? Play the recording for the students and let them listen to the chant. Or, show the animated cartoon on the hybrid CD and let the students watch and listen to the chant that way. Practice saying the chant with the students.

B Once the students are comfortable with the chant, ask them to act like the vegetables in the picture when they say the chant.

Think & Say Ask the students to work in pairs to ask and answer the question. Then ask each student to tell the class what vegetables their partner likes.

Extra Idea Take a vote to see what vegetables the class likes the best.

Start Up

A Play the recording for the students and ask them to place the word stickers (found on page 83) under each picture. Correct the answers as a class.

Extra Idea Show three *Everyone, Speak! Kids* flashcards for the unit to the students and then put the flashcards on a table with the images facing down. Spend 15 – 20 seconds moving the flashcards around. Say the names of the vegetables on the flashcards while you are moving them to remind the students what they are. Stop moving the flashcards, point to the first one, and ask the students to guess what it is.

B Have the students look at the pictures. What can they see? What do they think is happening? Play the recording for the students and let them listen to the conversation. Or, show the animated cartoon on the hybrid CD and let the students watch and listen to the conversation that way. Then have the students read the conversation aloud. After, ask them to work in pairs to practice the conversation. Tell them to take turns saying each character's lines so that they become familiar with the entire conversation. Once the students are comfortable with the conversation, choose a few pairs to present their role-play in front of the class.

62

63

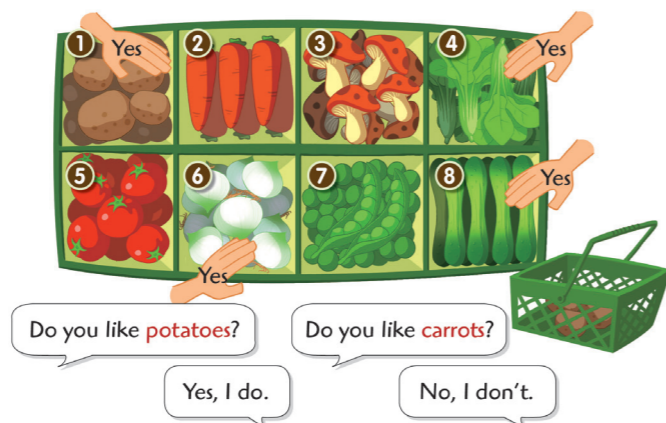
B. Listen and draw the faces.



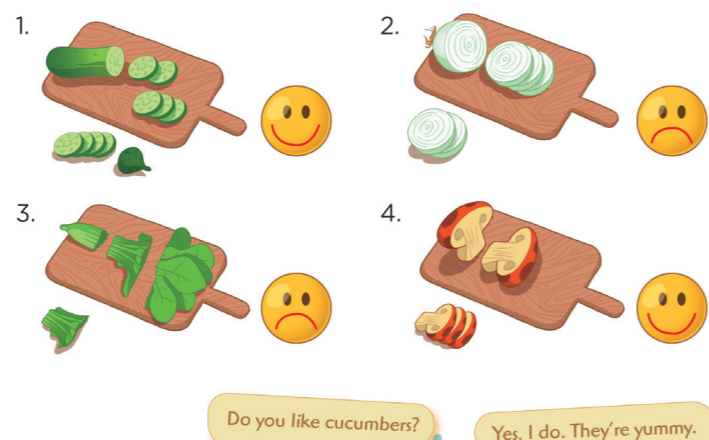
1. A: Do you like cucumbers?
B: Yes, I do. I like cucumbers.
2. A: Do you like onions?
B: No, I don't. I don't like onions.
3. A: Do you like spinach?
B: No, I don't. I don't like spinach.
4. A: Do you like mushrooms?
B: Yes, I do. They're yummy.

Speak Up

A Look and say.



B Listen and draw the faces.



Speaking Playground

[Sample Answers]

Step 1 Work in groups of four. Cut out the picture cards on page 77 and pick one card each. Don't show it to each other.



Step 2 Write the vegetables you have and your group members' names. Write O if they like the vegetables and X if they don't.

names	vegetables	carrot	mushrooms	potatoes	onions
Jane					
Chris		O	X	O	X
Helen		X	X	X	O
Tom		O	X	O	O

Do you like carrots? Yes, I do.

Step 3 Who is each animal in your group? Write your name and your group members' names.



Speak Up

A Ask the students to work in pairs. Have them look at the picture and ask and answer the questions with their partner. Tell them the vegetables with hands on them have "Yes" answers and the vegetables without hands have "No" answers. Check the answers together as a class by pointing at each pair and letting them say one of the questions and answers.

B Play the recording for the students and ask them to draw faces on the yellow circles. If the answer is "Yes, I do." they will draw a happy face. If the answer is "No, I don't." they will draw a sad face. Check the answers together as a class.

Extra Idea Make two sets of *Everyone, Speak! Kids* vegetable flashcards. Give each student a flashcard (you may need more than two sets if you have a big class) and ask them to turn their flashcard over so that no one can see what is on it. Tell the students to walk around and try to find another student with the same flashcard. If the other student has the same flashcard, they will answer "Yes, I do." If they don't have the same flashcard, they will answer "No, I don't." (Student A: "Do you like onions?" Student B: "Yes, I do. / No, I don't.")

Speaking Playground

Step 1 Have the students work in groups of four. Tell them to cut out the picture cards on page 77 (each group can just cut them out of one student's book). Ask them to turn the picture cards over and mix them up before choosing one of the picture cards. After they have chosen their picture card, tell them not to show it to the other members of their group.

Step 2 Ask the students to write the names of the other students in their group in the first column of the chart. Then tell them to write the vegetables that are on their picture card across the top of the chart. Explain that they will ask the other students about the vegetables that are written at the top of their chart. (Student A: "Do you like carrots?") If the other students say "Yes, I do." they will put an "O" in the chart under the vegetable. If the other students say "No, I don't." they will put an "X" in the chart under the vegetable.

Step 3 After the students have finished filling in their charts, ask them to write which animal each student in their group is. Tell them to check their answers as a group.

Do you like carrots?



name: _____ score: _____

A Find and circle the words.

e z a k g s o o g s s p i n a c h t
 j a q m b o s h n a p s
 l i i j v i k j s t
 o n i o n s b n a c h t
 p e a s h t



carrots



spinach



onions



peas

B Look and fill in the blanks.

- Do you like potatoes?
- I like tomatoes.
- Do you like cucumbers?
- I don't like mushrooms.

Unit 11 • 23

24

C Look and write.



Yes, I do.
I like carrots.



No, I don't.
I don't like cucumbers.

D Unscramble and write.

- mushrooms / Do / like / you / ?
Do you like mushrooms?
- like / spinach / I / .
I like spinach.
- don't / I / potatoes / like / .
I don't like potatoes.

E Answer the question.



Do you like onions?

Pacing Guide

Unit 12		Sections & Pages	CD Track	Time
Review & Check Homework	Word Test			6 mins.
Play the review game		SB p.54, 55		10 mins
Prepare		SB p.56	49	8 mins.
Show and Tell		SB p.57~59		18 mins.
Assign Homework	Workbook	WB p.25~26		3 mins.
	Hybrid CD	Unit 12		
Total Time				45 mins.

Introduction

Put some of the *Everyone, Speak! Kids* flashcards from the previous three units on the board. Ask the students if they can remember the questions and answers for each of the flashcards.

Unit 12 Review Unit 9~Unit 11

Look at the picture and practice.

- What are these?
[Sample Answers] They're rabbits/pigs/horses/cows.
- Do you like spinach?
[Sample Answers] Yes, I do. / No, I don't.

54

carrots, spinach, potatoes, ears, hands, legs, feet

TRY this
How many animals are on the farm?
[Sample Answer] There are nine animals.

- She has long ...
[Sample Answers] Yes, and she has big ears/hands. / Yes, and she has big ...

[Sample Answers] She has long arms/legs.

Unit 12 • 55

Review

Have the students look at the picture. What can they see? What do they think is happening? Review all of the vocabulary and key expressions together as a class. Have the students work with a partner and use the questions and phrases at the bottom of the page to talk about the picture. Remind them that they can change the highlighted words in order to talk about different things in the picture. After, check the students' comprehension by asking each pair a few questions about the picture.

Try this Ask the students to answer the question with their partner. Then check the answer together as a class.

Extra Idea Play bingo with the students. Have each student draw a 3 X 3 grid on a piece of paper (or you can give them pieces of paper with 3 X 3 grids already printed on them). Ask the students to draw (or write) their three favorite vocabulary words from units 9, 10, and 11. Put all the flashcards from the three units in a pile and shuffle them. Put the pile face down on a table and pick up the first card. Use the structure from the unit when saying what's on the flashcard. (Teacher: "He has big eyes.") If the students have the word on their bingo card, tell them to put a mark on it. The first student to have all their words called out is the winner.

Show and Tell

Prepare

A Look and write.

- 

I'm a funny elephant.
I have a short nose.
head / nose / mouth
- 

I also have short legs.
arms / legs / hands
- 

I like spinach.
cucumbers / mushrooms / spinach
- 

I don't like onions.
onions / peas / carrots

B Listen and check. 

➔ Cut the next page out and prepare for "Show and Tell."

56



[Sample Answers]

Funny me!

I'm a funny rabbit.

I have short ears.

I also have big feet.

I like tomatoes,

but I don't like carrots.

It's your turn

- Step 1 Imagine you are a funny animal.
- Step 2 Draw your funny face and body.
- Step 3 Circle the vegetable you like and cross out the vegetable you don't like.
- Step 4 Write about yourself.
- Step 5 Show it to the class and tell about it.



[Sample Answers]

Tell me more!

 Listen to your friends and ask them the questions.

1. How old are you?
I'm seven years old.
2. What color are you?
I'm orange.
3. Why don't you like the vegetable?
I don't like carrots because they aren't tasty.

Unit 12 • 57

Show and Tell

Prepare

- A** Have the students look at the pictures and fill in the blanks in the conversation.
- B** Play the recording to let the students check their answers. Write the answers on the board while the recording is playing so that the students can double check their spelling as well. After the students have finished checking their work, ask them to cut the next page out of their student books.

It's Your Turn

- Step 1** Review the information about the funny elephant with the students. Ask them to choose what kind of funny animal you should be and let them think of what kind of body parts you have and what food you like and don't like. Then ask them to imagine they are a funny animal, too.
- Step 2** Tell the children to draw their funny animal face and body on their show and tell page. If they need help drawing an animal, you can put the *Everyone, Speak! Kids* animal flashcards on the board or look up some funny animals on the Internet together as a class.

Step 3 Ask the students to circle one vegetable they like on their show and tell page and to also cross out one vegetable that they don't like.

Step 4 Ask the students to write information about the funny animal that they are. Tell them to include information about two of their body parts, along with the vegetables they like and don't like. If they are unsure of what to write, remind them to re-read the sentences they completed on page 56.

Step 5 Have the students present their completed show and tell page to the class and tell everyone about it. For big classes, it may be better to split the students into smaller groups for presentations.

Tell me more!

After each student finishes presenting their show and tell page, have the other students ask some follow-up questions. They can ask the questions that are listed on page 59 or they can think of their own questions to ask.

Extra Idea Before starting the show and tell presentations, brainstorm some extra questions together as a class that the students could ask each other. Write the questions they think of on the board.

Review

Unit 12

name: _____ score: _____

A Unscramble the words and match them to the pictures.



- 1. owsc → cows
- 2. shroes → horses
- 3. sipg → pigs
- 4. rbitabs → rabbits

B Choose and fill in the blanks.



1. He has a small mouth / nose / mouth



2. He has big feet / hands / feet

3. She has long legs / legs / eyes

4. She has a big head / head / nose

Unit 12 • 25

C Look and circle.

1. What are these? They're carrots. They're peas.
2. Do you like potatoes? Yes, I do. No, I don't.
3. Do you like onions? Yes, I do. No, I don't.
4. Does he have long legs? Yes, he does. No, he doesn't.

D Unscramble and write.

1. cucumbers / are / They / .
They are cucumbers.
2. liike / I / elephants / .
I like elephants.
3. arms / She / long / has / .
She has long arms.
4. liike / I / spinach / don't / .
I don't like spinach.

26

Review Test 1 • Unit 1~ Unit 4

[1-4] Listen and circle the correct answers. T50

1. a. b.
2. a. b.
3. a. b.
4. a. b.

[5-7] Listen and circle the correct responses. T51

5. a. Nice to meet you, too. b. Good morning.
6. a. She's nine years old. b. She's my sister.
7. a. I'm ten years old. b. He's eight years old.

[8-9] Listen and circle the correct questions. T52

8. a. What's his name? b. What's your name?
9. a. How old are you? b. Who are you?

[10-12] Listen and circle the correct pictures. T53

10. a. b. c.
11. a. b. c.
12. a. b. c.

13. Listen and complete the dialog. T54

- a: Hi! My name is John.
b: Hi! My name is Lily.
a: Nice to meet you, Lily.
b: Nice to meet you, too. She's my sister.
a: Really? How old is she?
b: She's eight years old.
a: Let's all play together.





- 1 a. Good afternoon.
b. Good evening.
- 2 a. He's my uncle.
b. She's my aunt.
- 3 a. They're my brothers.
b. They're my grandparents.
- 4 a. I'm six years old.
b. I'm eight years old.
- 5 Nice to meet you.
- 6 Who's she?
- 7 How old are you?
- 8 My name's Billy.
- 9 I'm seven years old.
- 10 G: See you later, Daniel.
B: Good-bye, Olivia.
- 11 B: Who's he?
G: He's my grandpa.
- 12 B: How old is she?
G: She's nine years old.
- 13 B: Hi! My name's John.
G: Hi! My name's Lily.
B: Nice to meet you, Lily.
G: Nice to meet you, too. She's my sister.
B: Really? How old is she?
G: She's eight years old.
B: Let's all play together.


Review Test 1 • 63


Review Test 2 • Unit 5~ Unit 8


Review Test 2 • Unit 5~ Unit 8


[1-4] Listen and circle the correct answers. 

1.  a. a. b.

2.  a. a. b.

3.  a. a. b.


4.  a. a. b.

[5-7] Listen and circle the correct responses. 

5. a. Yes, I do. b. Yes, it is.


6. a. It's big. b. It's blue.




7. a. No, it isn't. b. No, they aren't.




[8-9] Listen and circle the correct questions. 




8. a. Is it a small bike? b. Is it a big bike?


9. a. Is it a small bag? b. What color is your bag?


[10-12] Listen and circle the correct pictures. 


10.  a. a. b. c.  


11.  a. a. b. c.  


12.  a. a. b. c.  


13. Listen and complete the dialog. 


 : Sarah, do you have a bike ?

 : Yes, I do. That's my bike over there.

 : What color is your bike?


 : It's blue.


 : My bike is green .


 : Wow! You have a big bike!


Review Test 3 • Unit 9~ Unit 12


Review Test 3 • Unit 9~ Unit 12


[1-4] Listen and circle the correct answers. 

1.  a. a. b.

2.  a. a. b.

3.  a. a. b.


4.  a. a. b.

[5-7] Listen and circle the correct responses. 

5. a. They're rabbits. b. It's a rabbit.


6. a. Yes, it is. b. Yes, I do.




7. a. No, she doesn't. b. No, they don't.




[8-9] Listen and circle the correct questions. 




8. a. What's this? b. What are these?


9. a. Do you like potatoes? b. Do you like tomatoes?


[10-12] Listen and circle the correct pictures. 


10.  a. a. b. c.  


11.  a. a. b. c.  


12.  a. a. b. c.  


13. Listen and complete the dialog. 


 : Hi, Horse . You have long legs.

 : Hi, Monkey. You have long fingers .

 : Do you like carrots ?

 : Yes, I do. I also like spinach .

 : Me, too. Let's eat lunch together.

 : Okay!



- 1 a. I have a train.
b. I have a jump rope.
- 2 a. My pencil is green.
b. My pencil is orange.
- 3 a. My notebook is purple.
b. My notebook is yellow.
- 4 a. It's a new hat.
b. It's an old hat.
- 5 Do you have a robot?
- 6 What color is your T-shirt?
- 7 Is it a thick book?
- 8 Yes, it is. It's a big bike.
- 9 It's pink.
- 10 G: Do you have a ball?
B: No, I don't. But I have a bat.
- 11 B: What color is your car?
G: It's brown.
- 12 B: Is it a thin book?
G: Yes, it is. It's a thin book.
- 13 B: Sarah, do you have a bike?
G: Yes, I do. That's my bike over there.
B: What color is your bike?
G: It's blue.
B: My bike is green.
G: Wow! You have a big bike!



- 1 a. It's a monkey.
b. It's a cow.
- 2 a. They're horses.
b. They're pigs.
- 3 a. The clown has big feet.
b. The clown has big hands.
- 4 a. I like onions.
b. I like mushrooms.
- 5 What are these?
- 6 Do you like spinach?
- 7 Does she have big eyes?
- 8 It's a giraffe.
- 9 Yes, I do. I like potatoes.
- 10 B: What are these?
G: They're monkeys.
- 11 B: Does he have big ears?
G: Yes, he does. He has big ears.
- 12 B: Do you like carrots?
G: No, I don't. I like peas.
- 13 M: Hi, Horse. You have long legs.
W: Hi, Monkey. You have long fingers.
M: Do you like carrots?
W: Yes, I do. I also like spinach.
M: Me, too. Let's eat lunch together.
W: Okay!