

Everyone

Speak!

Kids



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2

Build & Grow



Unit
1

How are you?

Speaking Task

Talking about feelings

Key Expression

How are you?
I'm happy.

Key Vocabulary

happy / hungry / thirsty /
excited / bored / sad / angry /
tired

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

Teach the students the question, "How are you?" Have them ask you the question and then mime different feelings to the students. Encourage them to guess how you feel. Practice some feelings words like "happy," "sad," "angry," and "hungry" and then let the students take turns trying to mime out the different feelings.

Unit 1 **How are you?**
• Talking about feelings

Warm Up

A Listen and sing.

Hello, Bunny! How are you?
Happy! Happy! I am happy!

Hello, Kitty! How are you?
Sad! Sad! I am sad!

Hello, Puppy! How are you?
Hungry! Hungry! I am hungry!

Hello, Pony! How are you?
Bored! Bored! I am bored!

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

Think & Say
How are you? What animal are you in the picture?
[Sample Answer] I'm happy. I'm Bunny.

Warm Up

- A** Have the students look at the picture. What can they see? What do they think is happening? Ask them why they think each animal feels the way they do. 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 for the feelings in the song. You can brainstorm gestures as a class for everyone to do together, or have the students all make their own gestures.
- Think & Say** Have the students work with a partner to answer the questions. Then check the answers together as a class.
- Extra Idea** Have the students make their own song with different animals and feelings. 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 Listen and stick. Then, say.

1. happy	2. hungry	3. thirsty	4. excited
5. bored	6. sad	7. angry	8. tired

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

Panel 1: Boy: "Hi, Lily! How are you?" Girl: "I'm great."

Panel 2: Boy: "Oh, you're babysitting your brother!" Girl: "Yes, I am!"

Panel 3: Boy: "Hello, little baby. How are you?" Baby: "I'm hungry!"

Panel 4: Boy: "Don't cry, baby." Baby: "Now I'm angry!"

► Why is the baby crying?

[Sample Answers] The baby is bored/hungry/angry.

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 79) under each picture. Correct the answers as a class.
- Extra Idea** Put the *Everyone, Speak! Kids* flashcards for the unit (they can be downloaded from <http://www.ibuildandgrow.com>) in a pile and turn them over so that there are facedown. Give the pile to a student and ask them to turn over each card and say "I'm (feeling)." Use a timer or stopwatch to time them while they say all of the flashcards. When they have finished, ask the next student to do the same thing. Which student can say all of the flashcards the fastest?
- 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 different feelings words 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: How are you, Mark?
B: I'm happy. It's my birthday!
- A: Are you thirsty?
B: No, I'm not. But I'm hungry.
- A: How are you, Amy?
B: I'm bored.
- A: Are you okay?
B: No, I'm not. I'm angry!

Speak Up

Pair A Look and say.



B Listen and check.



8

Speaking Playground

Step 1 Follow the lines. Then, stick the feelings.



Step 2 Ask and answer with your friends. Make each animal's sound when you answer.

Hello, Cat! How are you?

Meow, I'm angry.

[Sample Questions]
Hello, Pig! How are you?
Hello, Cow! How are you?
Hello, Lion! How are you?
Hello, Horse! How are you?

[Sample Answers]
Oink, I'm excited.
Moo, I'm tired.
Rawr, I'm sad.
Neigh, I'm hungry.

Unit 1 • 9

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 Ask the students, "How are you?" and then write one of the feelings words on the board, but mix up the order of the letters (for example, for "I'm happy" you could write something like "I'm pyahp"). Can the students guess what the word is?

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

Extra Idea Have the students stand in a circle. Tap a balloon (or lightly throw a foam ball) to one student and ask, "How are you?" The student will say how they feel ("I'm hungry.") before hitting the balloon to another student and asking them how they are.

Speaking Playground

Step 1 Tell the students to follow the lines from each animal to the feelings at the bottom of the picture. Explain that the vines work like a ladder and that the students should travel along a vine until it intersects with another vine, and then move onto that new vine. Once the students have connected each animal to the correct feeling, ask them to pull the sticker for the feeling word (found on page 77) next to the animal's face.

Step 2 Have the students walk around the class and ask and answer the question with their classmates. Encourage them to make the different animals' sounds when they are speaking.

Extra Idea Take a vote to see which student can make each animal sound the best.

How are you?



name: _____ score: _____

A Unscramble the words and match.

1. unhrgy	→	hungry
2. das	→	sad
3. ppahy	→	happy
4. terid	→	tired

B Look and fill in the blanks.

	1. She's _____ thirsty .
	2. She's _____ bored .
	3. He's _____ excited .
	4. She's _____ angry .

Unit 1 • 3

C Look and write.

1. **How** are you? I'm great.

2. Are you sad? No, I'm not. I'm **angry** .

D Unscramble and write.

- I / bored / am / .
I **am bored** .
- am / I / excited / .
I **am excited** .
- thirsty / very / I'm / .
I'm **very thirsty** .

E Answer the question.

How are you?

4



How's the weather?

Speaking Task

Talking about weather

Key Expression

How's the weather?
It's sunny.

Key Vocabulary

sunny / cloudy / raining /
snowing / windy / hot / cold /
warm

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

Introduce the different weather words (sunny, cloudy, raining, snowing, windy, hot, cold, warm) and together as a class brainstorm different gestures for each word. Let the students take turns coming to the front. Have each student ask "How's the weather?" and then tell them to make the gesture for whichever weather word you choose.

Unit 2

How's the weather?

Talking about weather

Warm Up

A Listen and chant. T07

How's the weather?
Is it **sunny**? Is it **cloudy**?
It's **sunny**. It's **sunny**.
It's **sunny** today.

How's the weather?
Is it **raining**? Is it **snowing**?
It's **raining**. It's **raining**.
It's **raining** today.

How's the weather?
Is it **cold**? Is it **hot**?
It's **cold**. It's **cold**.
It's **cold** today.

[Sample Answers]
It's **sunny/cloudy** today.
I like **rainy/windy** days.

Think & Say

How's the weather today? What weather do you like the best?

B Chant again. Make your own gestures for the weather. T08

Warm Up

- A** Have the students look at the picture. What can they see? What do they think is happening? Ask them what the boy in the snow is doing. Do they like to make snowballs and snowmen? 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 for the different weather words.
- Think & Say** Ask the students to work in pairs to ask and answer the questions. Then have each student tell the class what kind of weather their partner likes the best.

Start Up

A Listen and stick. Then, say. T09

1. sunny	2. cloudy	3. raining	4. snowing
5. windy	6. hot	7. cold	8. warm

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

Mom, how's the weather today?

It's sunny and warm now.

Oh, it's very windy!

Oh, no! It's raining now!

Marco, are you okay?

► Why are Marco's clothes all wet?
[Sample Answer] Marco's clothes are wet because it's raining now. Unit 2 • 11

Start Up

- A** Play the recording for the students and ask them to place the word stickers (found on page 79) 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 weather words 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 "How's the weather?" and let them guess what weather word is on the flashcard.
- 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. Encourage them to use different kinds of weather 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. A: How's the weather?
B: It's raining.
2. A: Is it sunny today?
B: No, it isn't. It's very cloudy.
3. A: How's the weather today?
B: It's cold and snowing.
4. A: Is it sunny today?
B: Yes, it is. It's very hot, too.

Speak Up

A Look and say.



B Listen and number.



Speaking Playground

Step 1 This is your planet. Each house has different weather. Stick and make your planet's weather map.



Step 2 Ask and stick. Make your partner's weather map.



How's the weather at Tom's house?

It's ...!

[Sample Answers]
It's snowing/cloudy.

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 Scatter the *Everyone, Speak! Kids* flashcards around the front of the class. Split the class into two teams. Have one student from each team stand at the back of the classroom. Have the class ask "How's the weather?" When you call out the weather word ("It's cloudy.") the two students can race to the front and look for the flashcard. Whoever touches the correct flashcard first get one point for their team.

B Play the recording for the students and ask them to write the correct numbers beside the different kinds of weather. Check the answers together as a class.

Extra Idea Have the students draw their own weather picture that's similar to the picture on page 10. After they have finished their picture, ask them to talk about it with their partner.

Speaking Playground

Step 1 Ask the students to look at the picture. How many houses do they see on the planet? What house do they like the best? Explain that each house has different weather. Tell the students to choose what kind of weather each house has by using the stickers on page 77.

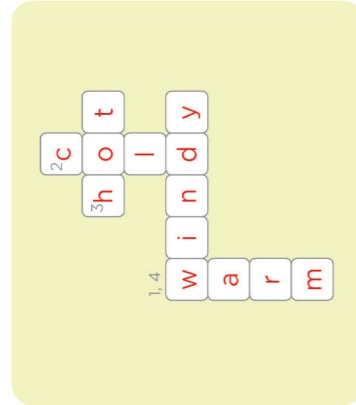
Step 2 Tell the students to work in pairs. Have them ask their partner about the weather map they made. Tell them to put the weather stickers on the picture so that they match their partner's weather map.

How's the weather?



name: _____ score: _____

A Complete the puzzle.



B Look and fill in the blanks.

- It's cloudy.
- It's very sunny.
- It's snowing now.
- It's raining today.

Unit 2 • 5

C Look and write.



It's sunny and warm.

How's the weather today?



Oh, it's very windy.

D Unscramble and write.

- it / snowing / is / ?
Is it snowing?
- cloudy / very / it's / .
It's very cloudy.
- cold and / it's / raining / .
It's cold and raining.

E Answer the question.



Is it sunny today?

6



Does he have glue?

Speaking Task

Talking about classroom items

Key Vocabulary

glue / ruler / eraser / scissors /
crayons / notebook / stapler /
pencil case

Key Expression

Does he have glue?
Yes, he does.

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

Put crayons, a notebook, an eraser, a stapler, a glue stick, a ruler, scissors, and a pencil case on a table at the front of the class. Practice saying the name of each item with the students. Choose students to come to the front of the class. Ask them for one of the items and have them bring it to you. (Teacher: "Do you have glue?" Student: "Yes, I do. Here you are." Teacher: "Thank you.")

Unit 3

Does he have glue?


Talking about classroom items

Warm Up

A Listen and chant. T12

Glue, glue,
does he have **glue**?
Uh-huh. Uh-huh. Yes, he does.


Ruler, ruler,
does he have **a ruler**?
Uh-uh. Uh-uh. No, he doesn't.



B Chant again. Nod when you hear "Uh-huh" and shake your head when you hear "Uh-uh." T13

Scissors, scissors,
does she have **scissors**?
Uh-huh. Uh-huh. Yes, she does.

Crayons, crayons,
does she have **crayons**?
Uh-uh. Uh-uh. No, she doesn't.



Think & Say

What do you have on your desk?

[Sample Answers]
I have an eraser.
I have scissors/crayons.

14

Warm Up

- A** Have the students look at the picture. What can they see? Ask them if they like magic. 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 nod their head when they hear "Uh-huh" and shake their head when they hear "Uh-uh."
- Think & Say** Ask the students to work in pairs to ask and answer the question. Then ask each student what their partner has on their desk.

Start Up

A Listen and stick. Then, say. T14

- | | | | |
|---|--|---|---|
| 1. 
glue | 2. 
ruler | 3. 
eraser | 4. 
scissors |
| 5. 
crayons | 6. 
notebook | 7. 
stapler | 8. 
pencil case |

Pair B Listen and say. Then, role-play the conversation. T15



- What does Maya have on her desk?
[Sample Answer] She has an eraser, a notebook, glue, and colored pencils.

Start Up

- A** Play the recording for the students and ask them to place the word stickers (found on page 81) under each picture. Correct the answers as a class.
- Extra Idea** Split the students into two teams. Give one student from each team a marker and ask them to stand at the back of the classroom. Put one of the *Everyone, Speak! Kids* word flashcards for the unit on the board. Tell the students that when you say "Go!" they will run to the board and write down the word. The first student to write the word and then say "I have (a) (word)." 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 school items 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.

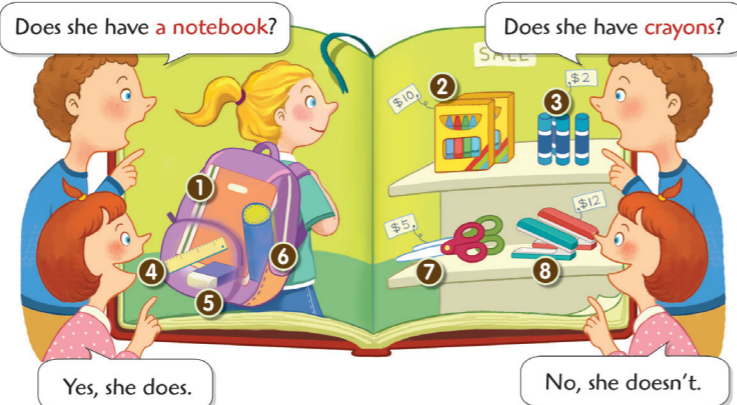
B. Listen and draw lines.



1. A: Julie has glue.
But she doesn't have scissors.
2. A: Olivia has a stapler.
But she doesn't have a ruler.
3. A: Does Brian have an eraser?
B: No, he doesn't. But he has crayons.
4. A: Does Jack have a notebook?
B: No, he doesn't. But he has a pencil case.

Speak Up

Pair A Look and say.



B Listen and draw lines. has = → doesn't have ←



Does Julie have glue? Yes, she does.

Speak Up

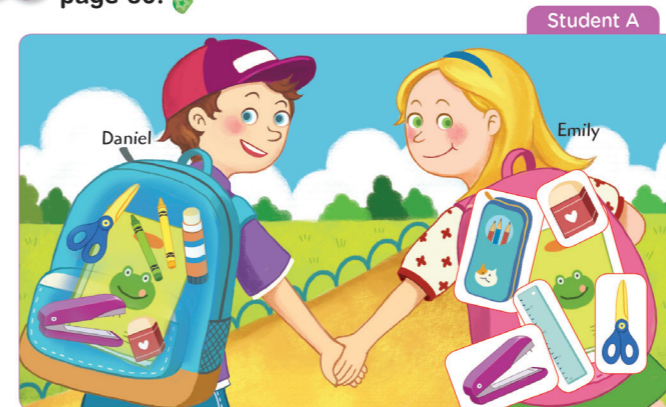
A Ask the students to work in pairs. Have them look at the picture and ask and answer the questions with their partner. Check the answers together as a class by pointing at each pair and letting them say one of the questions and answers.

Extra Idea Put the flashcards on the board and draw an "X" over some of them. Have the students take turns throwing a sticky ball or beanbag at the flashcards. If they hit a flashcard, the class will ask "Does he/she have (flashcard)?" If there's no "X" on the flashcard, the student can give a positive answer ("Yes, he/she does."). If there is an "X" on the flashcard, the answer will be negative.

B Play the recording for the students and ask them to draw lines between the characters and the school items. Explain that if a character has a school item, the students will draw a straight line. If they don't have the item, the students will draw a squiggly line. Check the answers together as a class.

Speaking Playground

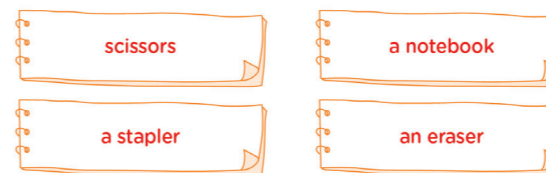
Step 1 Choose student A or student B. Student B is on page 60.



Step 2 Ask and answer the questions with your partner. Then, stick what Emily has on her backpack.

Does Emily have an eraser? Yes, she does.

Step 3 Write four items that Daniel and Emily both have.



Speaking Playground

Step 1 Have the students work in pairs. Ask Student A to look at the picture on page 17 and Student B to look at the picture on page 60.

Step 2 Have the students ask and answer the questions with their partner. Then based on the answers, Student A will put the stickers (found on page 77) for what Emily has on her backpack and Student B will do the same for Daniel and his backpack.

Step 3 Ask the students to write the four items that both Daniel and Emily have. Check the answers together as a class.

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

excited hungry thirsty

crayons glue

Jake's birthday

Look at the picture and practice.

- How are you?
[Sample Answers] I'm excited/ hungry/ thirsty/ tired/ angry.
- ...
[Sample Question] How's the weather?
[Sample Answer] It's cold and snowing.

18

sunny raining windy cold

tired angry

stapler scissors

3. Does Jake have a notebook?
[Sample Answers] Yes, he does. / Yes, he has a notebook.

Try this
How does the cat feel in each picture?
[Sample Answers] The cat is happy/bored/ angry/tired. Unit 4 • 19

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 Have the students work with a partner and talk about how the cat feels in each picture. Check the answers together as a class. Then ask the students how they feel in the different kinds of weather.

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


Show and Tell

Prepare

A Look and write.

- 

It's cold and snowing today.
warm, raining / hot, sunny / cold, snowing
- 

Bingo is tired.
hungry / sad / angry / tired
- 

He has a ruler, a stapler, and scissors.
glue / an eraser / a ruler / a stapler / scissors
- 

But he doesn't have a pencil case.
a notebook / crayons / a pencil case

B Listen and check.

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

It's your turn

- Step 1** Draw Ginger's face and the weather on page 1. Then, fill in the blanks.
- Step 2** Stick four classroom items on Ginger's backpack on page 2. Then, fill in the blanks.
- Step 3** Stick one classroom item on page 3. Then, complete the story.
- Step 4** Show it to the class and tell about it. Then, find someone who has the item Ginger doesn't have.



Tell me more!


😊 Listen to your friends and ask them the questions.

- How does Ginger feel on page 3?
He's angry.
- What's your favorite weather?
I like sunny days.
- What do you have in your bag?
I have an eraser, a notebook, and a pencil case.

Unit 4 • 23


[Sample Answers]

Ginger goes to school




It's warm and raining today.
Ginger is hungry.

[Sample Answers]




Ginger has a ruler, scissors, glue, and crayons.

Who can help Ginger?



Unit 4 • 21

But Ginger doesn't have a notebook.



Unit 4 • 23

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.
- 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. Tell them to fold the page in half so that it becomes a small book.

It's your turn

Step 1 Review the information about Bingo with the students. Then ask them to look at page 1 of their show and tell book. Tell them to draw a face on Ginger and to draw the weather. When they are finished doing that, ask them to fill in the blanks on the page based on what they drew.

Step 2 Have the students go to page two of their show and tell book. Ask them to put stickers (found on page 77) for four classroom items on Ginger's backpack. When they are finished doing that, ask them to fill in the blanks on the page based on the stickers they chose.

Step 3 Ask the students to go to page 3 of their show and tell book. Tell them to put a sticker for one classroom item in the circle and to complete the story.

Step 4 Have the students present their completed show and tell book to the class and tell them their story. When they are finished telling their story, ask them to find someone who has the item that Ginger doesn't have. 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 Fill in the words and match them to the pictures.



- th i rsty
- ex c ited
- cr a yons
- glu e

B Choose and fill in the blanks.



- She's tired
tired / happy
- They're angry
sad / angry
- He has a stapler
stapler / notebook
- It's cold and snowing
cold / warm raining / snowing

Unit 4 • 9

C Look and circle.

- How are you?
 I'm tired. / I'm angry.
- Does he have a notebook?
 Yes, he does. / No, he doesn't.
- How's the weather?
 It's very windy. / It's very sunny.
- Is it raining?
 Yes, it is. / No, it isn't.

D Unscramble and write.

- hungry / is / very / He / .
He is very hungry.
- is / How / the weather / ?
How is the weather?
- a pencil case / he / Does / have / ?
Does he have a pencil case?
- doesn't / She / have / an eraser / .
She doesn't have an eraser.

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 musical instruments

Key Vocabulary

piano / guitar / violin / xylophone /
flute / drums / trumpet /
tambourine

Key Expression

Can you play the piano?
Yes, I can. I can play the piano.

Introduction

Pretend that you are playing the different musical instruments from the unit (drums, tambourine, violin, trumpet, flute, xylophone, guitar, piano). Can the students guess what each instrument is? Ask the students which of the instruments they can play. (Teacher: "Can you play the trumpet?" Students: "Yes, I can. / No, I can't.")

Unit

5

Can you play the piano?

• Talking about musical instruments

Warm Up

A Listen and sing. T18

Can you play the **piano**?
Yes, I can! **Ding-dong-dang!**

Can you play the **drums**?
Yes, I can! **Boom-boom-bang!**

Can you play the **violin**?
No, I can't! Teach me, teach me!

Can you play the **trumpet**?
No, I can't! Teach me, teach me!

B Sing again. Use your arms to make an "O" when you hear "can," and an "X" when you hear "can't."

Think & Say

What animal plays the violin? Point. Can you play the violin?

[Sample Answers]
The cat plays the violin.
Yes, I can. / No, I can't.






24

Warm Up

- A** Have the students look at the picture. What can they see? What do they think is happening? Ask them what instrument they want to play. 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 use their arms make an "O" when they hear "can," and an "X" when they hear can't.
- Think & Say** Ask the students the first question and have them point at the animal that plays the violin. Then ask each student if they can play the violin. Make sure they are using full sentences when they answer ("Yes, I can. / No, I can't").

Start Up

A Listen and stick. Then, say. T20

1.  piano	2.  guitar	3.  violin	4.  xylophone
5.  flute	6.  drums	7.  trumpet	8.  tambourine

B Listen and say. Then, role-play the conversation. T21

Can you play the **piano**?
Yes, I can.

Can you play the **guitar**?
Of course!

Can you play the **drums**?
Sure! I can play the **drums** very well!

We are **The Fantastic Band!**

▶ What does Lily do in her band?
[Sample Answer] She sings songs.

Unit 5 • 25

Start Up

- A** Play the recording for the students and ask them to place the word stickers (found on page 81) under each picture. Correct the answers as a class.
- Extra Idea** Hold a piece of paper in front of one of the *Everyone, Speak! Kids* flashcards for the unit. Slowly lift the paper up while the students try and guess what the picture on the flashcard 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 musical instruments 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 match.



- A: Judy, can you play the violin?
B: Yes, I can.
- A: Annie, can you play the piano?
B: No, I can't. But, I can play the xylophone.
- A: Steve, can you play the tambourine?
B: Yes, I can.
- A: Ben, can you play the guitar?
B: No, I can't. But I can play the flute.

Speak Up

Pair A Look and say.

Can you play the **piano**? Yes, I can. I can play the **piano**.

B Listen and match.

- Judy (piano)
- Annie (violin)
- Steve (tambourine)
- Ben (guitar)

Can you play the **tambourine**? No, I can't.

26

Speaking Playground

[Sample Answers]

Step 1 Imagine you're a musician. Choose two instruments you can play.

Step 2 Make your own band. Ask the questions to find members for your band.

Can you play the **violin**? Yes, I can. I can play the **violin**.

Step 3 Who is in your band? Write their names.

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 Play tic-tac-toe with the flashcards. Draw a 3X3 grid on the board and put one of the musical instruments 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 "Can you play the (instrument)?" and the student answers "Yes, I can. I can play the (instrument)." 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 ask them to match the children with the correct instruments. Check the answers together as a class.

Speaking Playground

Step 1 Tell the students to imagine they are a musician and ask them to choose two instruments they can play.

Step 2 Explain to the students that they are going to make their own band. Have them walk around the class and ask the other students the questions to find members for their band.

Step 3 Once they have found all the members for their band, ask them to write everyone's names next to the instrument they will play in the band. Have the students take turns telling the class who will play what instrument in their band.

Extra Idea After the students have finished telling the class who will play each instrument in their band, encourage them to think of a name for their band. Once everyone is finished, take a vote to see which student has the best band name.

Extra Idea Ask the students to work in pairs. Give one student the flashcards for the unit and have them ask their partner about the instruments. (Student A: "Can you play the tambourine?" Student B: "No, I can't.") Time each pair to see how fast they can say all the flashcards.

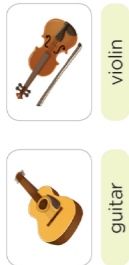
Can you play the piano?



name: _____ score: _____

A Find and circle the words.

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



B Look and fill in the blanks.

- Can you play the xylophone ?
- I can play the tambourine .
- Can you play the drums ?
- I can't play the piano .

Unit 5 • 11

C Look and write.

- Can you play the drums?

Yes, I can .
- Can you play the piano?

No, I can't .

D Unscramble and write.

- you / play / Can / the trumpet / ?
Can you play the trumpet?
- the violin / I / play / can't / .
I can't play the violin.
- can / I / the tambourine / play / .
I can play the tambourine.

E Answer the question.



12

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.

Speaking Task

Talking about sports

Key Vocabulary

baseball / basketball / soccer / tennis / badminton / swimming / skating / skiing

Key Expression

What sports do you like?
I like tennis. Tennis is fun.

Introduction

Put pictures of people playing different sports on the board (or show some videos from the Internet). Do the students know the names of the sports? Do they like playing the different sports? (Teacher: "Do you like soccer?" Students: "Yes, I do. / No, I don't.")

Unit 6

What sport do you like?

Talking about sports

Warm Up

A Listen and chant. T23

What sport do you like? x2
Tennis! Tennis! I like **tennis!**
 What sport do you like? x2
Soccer! Soccer! I like **soccer!**
Tennis is fun! **Soccer** is exciting!

What sport do you like? x2
Swimming! Swimming! I like **swimming!**
 What sport do you like? x2
Skating! Skating! I like **skating!**
Swimming is fun! **Skating** is exciting!

B Chant again. Clap on the sports you like and stomp on the sports you don't like. T24

Think & Say

Can you play tennis?

[Sample Answers]
 Yes, I can. / No, I can't.

28

Warm Up

- A** Have the students look at the picture. What can they see? What do they think is happening? Ask if any of them have ever won a medal before. What was the medal for? 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 clap their hands on the sports they like and stomp their feet on the sports they don't like.
- Think & Say** Ask the students to work in pairs to ask and answer the question. Then have each student tell if their partner can play tennis or not.

Start Up

A Listen and stick. Then, say. T25

1. baseball	2. basketball	3. soccer	4. tennis
5. badminton	6. swimming	7. skating	8. skiing

Pair **B Listen and say. Then, role-play the conversation.** T26

Do you like **tennis**, Boogie?

No, I don't.

What about **basketball**?

Basketball is boring!

What sport do you like?

I like **swimming!**

Do you like swimming, too?

[Sample Answers] Yes, I do. / No, I don't.

Unit 6 • 29

Start Up

- A** Play the recording for the students and ask them to place the word stickers (found on page 81) under each picture. Correct the answers as a class.
- Extra Idea** Pretend you are playing one of the sports and let the students guess what it is. Then let them take turns pretending they are playing a sport while their classmates try and 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. Encourage them to use different sports 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: What sport do you like?
B: I like baseball.
- A: Do you like tennis?
B: No, I don't. I like swimming.
- A: What sport do you like?
B: I like soccer.
- A: Do you like skating?
B: Yes, I do. I like it a lot.

Speak Up

Pair A Look and say.



B Listen and check.



What sport do you like?
I like skiing.

Speaking Playground

[Sample Answers]

Step 1 This is a sports center. Ask your friends what sport they like. Stick the gingerbread men on the correct pictures.



What sport do you like?
I like badminton. Badminton is fun.

Step 2 Write the three most popular sports.

- swimming
- basketball
- soccer

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 Choose four of the *Everyone, Speak! Kids* flashcard for the unit. Put one of the flashcards in each corner of the room. Ask the students to stand in the middle of the room. Close your eyes and tell them to run and stand near one of the flashcards. Count to 10 (with your eyes still closed) and then tell have them ask you, "What sport do you like?" Choose one of the flashcards ("I like swimming. Swimming is fun."). Whichever students are standing near that flashcard are out. Keep playing until there is one student left.

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

Extra Idea Ask the students to draw a picture of some of their favorite sports. When they are finished, have them show their picture to the class. Their classmates will ask them about it. (Class: "What sport do you like?" Student: "I like baseball. Baseball is fun.")

Speaking Playground

Step 1 Tell the students to walk around the classroom and ask the other students what sports they like. Every time they ask someone the question, they will put a gingerbread man sticker (found on page 77) on the sport that person likes.

Step 2 Tell the students to count how many stickers are on each sport. Then have them write what the three most popular sports at their sports center are.

Extra Idea Take a vote to see what the three most popular sports are in the class.

Unit 6 What sport do you like?



name: _____ score: _____

A Complete the puzzle.

1	b	a	s	e	r				
2	s	k	i	i	n				
3	o	c	c	e	r	b	a	t	i
4	s	k	a	t	i	n	g		

DOWN

1. 2. 3. 4.

ACROSS

B Look and fill in the blanks.

- I like swimming.
- Do you like badminton?
- Tennis is fun.
- Basketball is exciting.

Unit 6 • 13

C Look and write.

1. I like soccer.

What sport do you like?
2. No, I don't.

Do you like basketball?

D Unscramble and write.

- do you / What / like / sport / ?
What sport do you like?
- is / Swimming / fun / .
Swimming is fun.
- don't / badminton / like / I / .
I don't like badminton.

E Answer the question.

What sport do you like?

14



Unit 7 I like to take photos.

Speaking Task

Talking about your hobbies

Key Expression

What do you like to do?
I like to take photos.

Key Vocabulary

play the piano / play baseball /
take photos / read books /
watch movies / draw pictures /
sing songs / ride my bike

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


Mime out several of the hobbies from the unit and have the students try and guess what they are. Ask the students what their favorite hobbies are and write them on the board. Let some of the students try miming out their hobbies. Can their classmates guess what they are?

Unit 7

I like to take photos.

Talking about your hobbies


Warm Up

A Listen and chant.  T28

What do you, what do you,
what do you like to do?
I like to, I like to,
I like to **play the piano!**

What do you, what do you,
what do you like to do?
I like to, I like to,
I like to **play baseball!**

What do you, what do you,
what do you like to do?
I like to, I like to,
I like to **take photos!**

B Chant again. Do all the actions.  T29

Think & Say

What animal takes photos? Do you like to take photos, too?

[Sample Answers]
The dolphin takes photos.
Yes, I do. / No, I don't.

Warm Up

- A** Have the students look at the picture. What can they see? What do they think is happening? Ask what sea creature the students like the best. 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 do the actions (play the piano, play baseball, take photos) while they say the words.
- Think & Say** Ask the students if they have their own camera. What kinds of the things do they take pictures of? Tell the students to work in pairs to ask and answer the questions. Then have each student tell if their partner likes to take photos or not.

Start Up

A Listen and stick. Then, say.  T30

1. 	2. 	3. 	4. 
play the piano	play baseball	take photos	read books
5. 	6. 	7. 	8. 
watch movies	draw pictures	sing songs	ride my bike

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

What do you like to do after school?

I like to **draw pictures.**

Me, too! I like to **draw my puppy.**

How about you, Boogie?

I like to **take a nap.**

That's not a hobby, Boogie!

▶ What do you like to do after school?
[Sample Answers] I like to ride my bike.
I like to play baseball.

Unit 7 • 33

Start Up

- A** Play the recording for the students and ask them to place the word stickers (found on page 81) under each picture. Correct the answers as a class.
- Extra Idea** Draw a picture of one of the hobbies on the board and ask the students to guess what it is. Then have the students take turns drawing pictures of the hobbies on the board while their classmates try and guess what hobby 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 hobbies 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.



1. A: What do you like to do?
B: I like to ride my bike.
2. A: What do you like to do?
B: I like to play baseball.
3. A: What do you like to do?
B: I like to sing songs.
4. A: What do you like to do?
B: I like to take photos.

Speak Up

Pair
A Look and say.



B Listen and check.



What do you like to do?
I like to ride my bike.

Speaking Playground

[Sample Answers]

- Let's make school clubs!
- Step 1** Stick four activities you like to do.
- Step 2** Find members for the clubs. Ask and answer with your friends and write their names on the lists.

Fun Club Activities!

 Lily Marco James	 Maya John
 Sally	 _____ _____



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 the *Everyone, Speak! Kids* flashcard for the unit on the board. Put two chairs at the front of the class with the backs of the chairs facing the board. Split the class into two teams and ask one student from each team to come and sit on the chairs. Give each student a fly swatter and have them ask a classmate, "What do you like to do?" Their classmate will say one of the hobbies ("I like to read books."). Whichever student jumps up and hits the flashcard first with their fly swatter gets one point for their team.

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

Speaking Playground

Step 1 Ask the students to put four hobby stickers (found on page 77) on the Fun Club Activities! picture.

Step 2 Tell the students to walk around the class and ask their classmates about their hobbies ("What do you like to do?"). If they find someone whose hobby is on their Fun Club Activities! picture tell them to write the person's name next to the hobby.

I like to take photos.



name: _____ score: _____

A Unscramble the words and match.

1. sotohp → take photos

2. eovism → watch movies

3. rseptuci → draw pictures

4. ibke → ride my bike

B Look and fill in the blanks.

1. I like to play the piano.

2. I like to play baseball.

3. I like to read books.

4. I like to sing songs.

Unit 7 • 15

C Look and write.

1. What do you like to do ?
 I like to read books.

2. Do you like to draw pictures?
 Yes, I do.

D Unscramble and write.

- do you / to do / What / like / ?
What do you like to do?
- about / How / you / ?
How about you?
- like to / my bike / I / ride / .
I like to ride my bike.

E Answer the question.

Do you like to read comic books?

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 [Sample Answers]

Play the game.

Red card Can you *swim*? No, I can't. I can't swim.

Black card What do you like to do? I like to *play the flute*.

36

Instructions

- 1 In pairs or groups, take turns flipping a coin and moving. (Heads = 1 space Tails = 2 spaces)
- 2 Ask and answer the questions.
- 3 The person or group who finishes first is the winner.

Unit 8 • 37

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 for 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.

Show and Tell

Prepare

A Look and write.

- 
 I like basketball.
 badminton / soccer / basketball / skating
- 
 I also like to draw pictures.
 take photos / draw pictures / watch movies / sing songs
- 
 Can you play the drums?
 piano / drums / xylophone
- 
 I can play the flute.
 flute / violin / tambourine

B Listen and check. 

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

38







My new pen pal

Hello! How are you?

I like soccer.

I also like to read books.

Can you play the piano?

I can play the guitar.

I hope we can be good friends! Bye.

Nick

[Sample Answers]

It's your turn

- Step 1** Imagine you have a new pen pal.
- Step 2** Draw your favorite sport, hobby, and two musical instruments.
- Step 3** Complete the letter to your pen pal.
- Step 4** Show it to the class and tell about it.



Hello! How are you?
I like ...

Tell me more! [Sample Answers]

 Listen to your friends and ask them the questions.

1. Where is your pen pal from?
She's from Australia.
2. Do you want to meet your pen pal?
Yes, I do.
3. What do you want to do with your pen pal?
I want to play soccer with my pen pal.

Unit 8 • 41

Show and Tell

Prepare

- A** Have the students look at the pictures and fill in the blanks.
- 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** Explain what a pen pal is to the students. Tell the students to imagine they have a new pen pal and ask them to write a letter to the person. Review the boy's answers from page 38 and tell the students that they can write their letter to their pen pal using similar language.
- Step 2** Ask the students to draw their favorite sport, hobby, and two musical instruments in the boxes on their show and tell page.

- Step 3** Have the students write their letter to their pen pal. Tell them to include information about the sport they like and their hobby. Tell them to also ask if their pen pal can play a certain musical instrument and to share information about a musical instrument they can play. Remind them to write their name at the bottom of their letter.

- Step 4** Have the students present their completed show and tell page to the class and tell everyone about their letter to their pen pal. 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



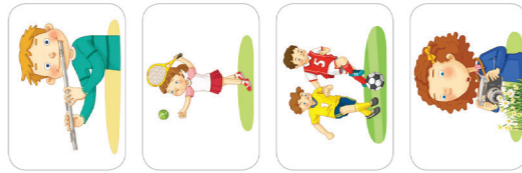
name: _____ score: _____

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



1. play bas **k** etb **a** ll
2. s **i** ng s **o** ngs
3. play the v **i** o **l** in
4. **w** atch mo **v** i es

B Choose and fill in the blanks.



1. I can _____ **play the flute** / play the trumpet
2. Can you _____ **play tennis** / play basketball / play tennis
3. I like to _____ **play soccer** / play baseball / play soccer
4. I like to _____ **take photos** / take photos / draw pictures

Unit 8 • 17

C Look and circle.

1. Can you play the drums? Yes, I do. **Yes, I can.**
2. What sport do you like? **I like basketball.** I like skating.
3. What do you like to do? I like to read books. **I like to draw pictures.**
4. What do you like to do? I can ride my bike. **I like to ride my bike.**

D Unscramble and write.

1. you / the flute / Can / play / ?
--- **Can you play the flute?**
2. can't / I / swim / .
--- **I can't swim.**
3. watch / like to / Do you / movies / ?
--- **Do you like to watch movies?**
4. like to / I / songs / sing / .
--- **I like to sing songs.**

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.46		10 mins.
Assign Homework	Workbook	WB p.19~20		3 mins.
	Hybrid CD	Unit 9		
Total Time				45 mins.

Speaking Task

Describing a house

Key Vocabulary

bedroom / living room /
bathroom / kitchen / dining room /
attic / yard / balcony

Key Expression

Where is he?
He's in the kitchen.

Introduction

Ask the students about their homes. Do they live in a house or an apartment? How many rooms are in their home?

Unit 9

He's in the kitchen.

• Describing a house

Warm Up

A Listen and sing.

Where is Max?
Where is Max?
I can't find him.
He's in the **kitchen**.
He's in the **kitchen**.
Max is in the **kitchen**.



B Sing again. Change the words.

- kitchen → bathroom
- bedroom → attic



Where is Coco?
Where is Coco?
I can't find her.
She's in the **bedroom**.
She's in the **bedroom**.
Coco is in the **bedroom**.

[Sample Answers]
My favorite place is the living room/ the kitchen/ my bedroom.

Think & Say

Where is your favorite place in your home?

42
43

Start Up

A Listen and stick. Then, say.

1.  bedroom
2.  living room
3.  bathroom
4.  kitchen
5.  dining room
6.  attic
7.  yard
8.  balcony

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

Is Marco in his bedroom?

No, he's not.

Then, where is he?

I don't know.

He's not in the bathroom.

Maarcoo!
Where are you?

► Where is Marco?
[Sample Answer] He's in the attic.

Unit 9 • 43

Warm Up

A Have the students look at the picture. What can they see? Where do they think all 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 change the rooms in the song. Tell them to sing "bathroom" instead of "kitchen" and "attic" instead of "bedroom."

Think & Say Ask the students the question. Take a vote to see what the most popular place at home is in the class.

Start Up

A Play the recording for the students and ask them to place the word stickers (found on page 81) under each picture. Correct the answers as a class.

Extra Idea Brainstorm some fun ideas for extra places in homes together as a class (swimming pool, playroom, arcade, bowling alley, movie theater, pizza restaurant, etc.) and write them on the board. Then have the students draw their dream home using the places from activity A and any of the extra places that they want. When they are finished, have them work in pairs and talk about all the places in their dream home with their partner.

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 rooms and areas 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.

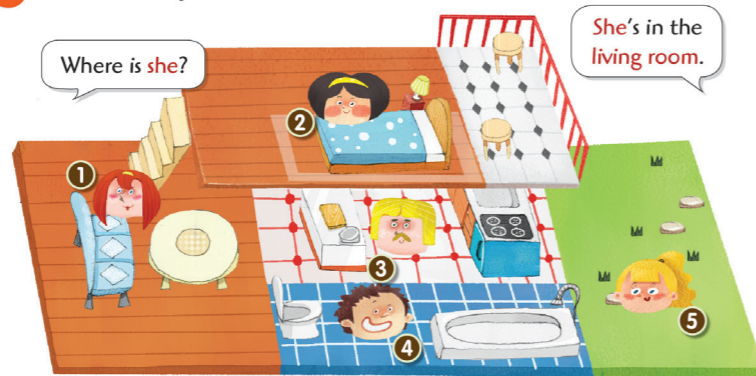
B. Listen and stick.



1. A: Where is Bob?
B: He's in the living room.
2. A: Is Mom in the kitchen?
B: No, she isn't. She's in the bedroom.
3. A: Where is Dad?
B: He's in the bathroom.
4. A: I can't find Amy. Where is she?
B: She's in the dining room.

Speak Up

Pair A Look and say.



Where is she?

She's in the living room.

B Listen and stick.



Where is he?

He's in the bathroom.

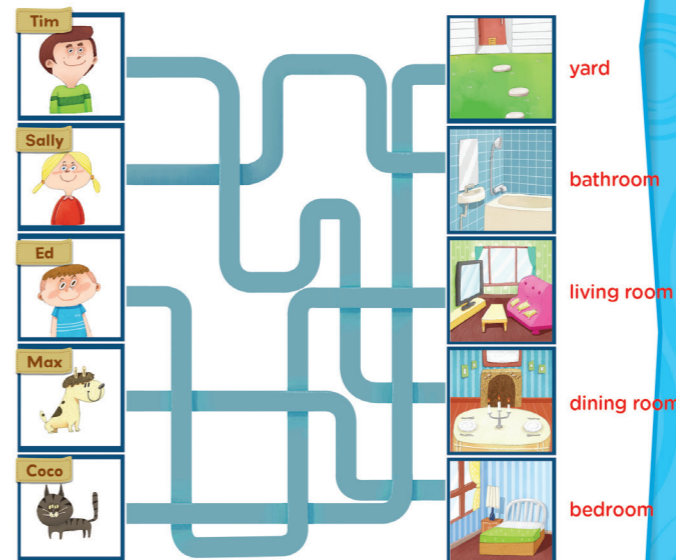
Speak Up

- 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 (found on page 79) in each room. Check the answers together as a class.
- Extra Idea** Draw a simple house on the board and put the *Everyone, Speak! Kinds* flashcards from the unit in it (put the "balcony" and "yard" cards next to the house). Ask one student to come to the front. Blindfold the student and give them a magnet. Spin the student around a few times and then help them find the board. Ask them to stick the magnet on the board and then take off their blindfold. The rest of the class will ask "Where is he/she?" The student will look at the place their magnet is closest too and answer, "He's/She's in the (place)."

Speaking Playground

[Sample Answers]

Step 1 Follow the lines. Find out where everybody is.



Step 2 Ask and answer with your partner. Then, check all your answers.



Speaking Playground

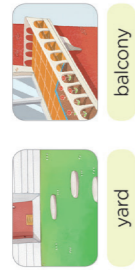
- Step 1** Ask the students to follow the lines to find out where each of the children and pets are in the house.
 - Step 2** Have the students work in pairs. Tell them to ask and answer the questions with their partner to talk about where everybody is in the house. After, check the answers together as a class.
- Extra Idea** Put two sets of flashcards 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 ("She's in the living room."). 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 player on each team, they will run to the front of the class, find the flashcard, and put it on the board. The teams can then ask, "Where is he/she?" and the last players can answer.

Unit 9 He's in the kitchen.

name: _____ score: _____

A Find and circle the words.

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



yard



balcony



attic



kitchen

B Look and fill in the blanks.

- He's in the bathroom.
- He's in the bedroom.
- She's in the living room.
- She's in the dining room.

Unit 9 • 19

20

C Look and write.



1. Where is he?

He's in the attic.



2. Is he in the bathroom?

No, he's not.



D Unscramble and write.

- the kitchen / He / in / is / .
He is in the kitchen.
- can't / I / her / find / .
I can't find her.
- not / the yard / in / She's / .
She's not in the yard.

E Answer the question.



Where are you now?

Unit 10

He's very tall.

Speaking Task

Describing people

Key Vocabulary

tall / short / young / old / handsome / pretty

Key Expression

What does he look like?
 He's very tall.

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

Introduce the adjectives for the unit (tall, short, young, old, pretty, handsome). Put some pictures of different people on the board and ask the students to describe them using the adjectives.

Unit

10

Describing people


He's very tall.

Warm Up

A Listen and chant.




Tom



Pam



Dan



Ann

Think & Say

Who is each person?
Point. Imagine you are one of the people.
Who are you?

[Sample Answers]
I'm Ann/Tom/Pam/Dan.

B Chant again. Make your own gestures for "tall," "pretty," "old," and "young."

46

Unit 10 • 47

Warm Up

- A** Have the students look at the picture. What can they see? What's in the middle of the picture? Ask why the old man and young girl are wearing costumes. Have the students ever worn a Halloween costume? 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 for "tall," "pretty," "old," and "young." You can brainstorm gestures as a class for everyone to do together, or have the students all make their own gestures.
- Think & Say** Have the students work with a partner to answer the questions. Then ask each student which person in the picture their partner is.

Start Up

A Listen and stick. Then, say.



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



▶ What does Boogie look like?
[Sample Answers] He's short/handsome.

Unit 10 • 47

Start Up

- A** Play the recording for the students and ask them to place the word stickers (found on page 81) 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 "He's tall." 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. Once the students are comfortable with the conversation, choose a few pairs to present their role-play in front of the class.

He's very tall.

Unit 10

name: _____ score: _____

A Complete the puzzle.

DOWN 1:

DOWN 2:

ACROSS 3:

Word Bank:

1	y	o	r	a	i	i
3	s	h	u	n	g	

B Look and fill in the blanks.

- He's handsome.
- She's pretty.
- He's old.

C Look and write.

- What does he look like?

He's tall and old.
- What does she look like?

She's short and young.

D Unscramble and write.

- look like / What / he / does / ?
--- What does he look like?
- very / is / She / pretty / .
--- She is very pretty.
- young and / He / handsome / is / .
--- He is young and handsome.

E Answer the question.

What does your best friend look like?

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 clothes

Key Vocabulary

T-shirt / pants / skirt / dress / jacket / shorts / socks / hat

Key Expression

What's she wearing?
She's wearing a dress.

Introduction

Choose some students to come to the front of the classroom. Ask the rest of the class what the students are wearing. Encourage them to say what color of clothing the students are wearing as well.

Unit

11

She's wearing a dress.

Talking about clothes

Warm Up

A Listen and chant.

What's Mia wearing?
She's wearing **a dress**.

What's Mia wearing?
She's wearing **a hat**.

She looks nice
in her **dress** and **hat**.

What's Matt wearing?
He's wearing **a jacket**.

What's Matt wearing?
He's wearing **pants**.

He looks nice
in his **jacket** and **pants**.

B Chant again. Snap your fingers when you hear the clothing words.

Think & Say

What are you wearing today?

[Sample Answers]
I'm wearing a skirt and a T-shirt.
I'm wearing pants and socks.

50

51

Warm Up

- A** Have the students look at the picture. What can they see? What room do they think the children are in? 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 snap their fingers when they hear the clothing words.
- Think & Say** Ask the students what they are wearing today. Encourage them to also say what color all their clothes are.
- Extra Idea** Make a chart on the board with all the clothing words and have the students come up and put a check beside the items they are wearing after they tell the class about their clothes. What are the most popular items of clothing in the class?

Start Up

A Listen and stick. Then, say.

1. T-shirt	2. pants	3. skirt	4. dress
5. jacket	6. shorts	7. socks	8. hat

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

Where's Marco?
Over there!

What's he wearing?
He's wearing a T-shirt.

All the boys are wearing T-shirts.

He's wearing a Halloween T-shirt.
I see him!

▶ What are Lily and Alex wearing?
[Sample Answer] They're wearing a T-shirt, pants, and socks.

Unit 11 • 51

Start Up

- A** Play the recording for the students and ask them to place the word stickers (found on page 81) under each picture. Correct the answers as a class.
- Extra Idea** Split the class into two (or more) teams. Draw a line down the middle of the board and put a set of *Everyone, Speak! Kids* word flashcards for the unit on either side of it. Mix the word flashcards around and ask the students to put the flashcards in alphabetical order. The first student from each team will run to the board and put "dress" at the top of their list. They'll tag the next student who will put "hat" under "dress." The first team to put all the flashcards in alphabetical order is the winner.
- 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 different clothing words 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 Tom wearing?
B: He's wearing a jacket and pants.
2. A: What's Sarah wearing?
B: She's wearing a dress and socks.
3. A: What's Brian wearing?
B: He's wearing a blue T-shirt and shorts.
4. A: What's Mia wearing?
B: She's wearing a yellow T-shirt and a skirt.

Speak Up

Pair A Look and say.



B Listen and stick.



What's he wearing?
He's wearing a T-shirt and shorts.

Speaking Playground

[Sample Answer]

Your closet is empty! Play the dressing game and fill your closet.

Step 1 Work with your partner. Use the game board on page 71. Take turns flipping a coin and moving forward. (Heads = 1 space Tails = 2 spaces)



Step 2 If your answer is correct, check the clothing picture in your closet. Whoever fills their closet first is the winner!



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 Put some different kinds of clothing in a box. Try to make the clothing funny looking (oversized items, out-of-style items, colorful items, etc.). Have the students take turns pulling an item out of the box and trying it on. Ask the rest of the class, "What's he/she wearing?" and have them describe the clothes to you. Encourage them to use color words and adjectives like big, small, long, short, and old in their answers along with the clothing words.

B Play the recording for the students and ask them to put the correct stickers (found on page 79) in each blank. Check the answers together as a class.

Extra Idea Draw a character that looks similar to the characters in activity B on the board. Put all of the flashcards on the board next to the character. Ask the students to close their eyes and take one of the flashcards away. Tell them to open their eyes. Say that the character is wearing the missing flashcard and ask them to guess what it is. (Teacher: "What's he/she wearing?" Student: "He's/She's wearing a T-shirt.")

Speaking Playground

Step 1 Ask the students to work in pairs. Tell them to use the game board on page 71 and have them use something small (a colored square of paper, an eraser, a pen cap, etc.) as their game pieces. 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 answer the question about the clothing.

Step 2 When a student answers a question correctly, they can check that piece of clothing in their closet on page 53. The first student in each pair to fill their closet is the winner.

Unit 11 She's wearing a dress.

name: _____ score: _____

A Unscramble the words and match.

1. stkri → skirt

2. tah → hat

3. rsdes → dress

4. kscos → socks

B Look and fill in the blanks.

1. He's wearing a jacket

2. He's wearing pants

3. She's wearing a T-shirt

4. She's wearing shorts

Unit 11 • 23

C Look and write.

1. What's she wearing? She's wearing a jacket.

2. What's he wearing? He's wearing a T-shirt.

D Unscramble and write.

- wearing / she / What / is / ?
What is she wearing?
- a dress and / She / a hat / is / wearing / .
She is wearing a dress and a hat.
- pants / is / He / a T-shirt and / wearing / .
He is wearing a T-shirt and pants.

E Answer the question.

What are you wearing?

24

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.

1. ...?
 [Sample Question] **Where is Tony's grandpa?**
 He's in the attic.
2. What does Tony's dad look like?
 [Sample Answer] **He's tall and handsome.** ...

54

Try this
 Where are the beds in Tony's house?
 [Sample Answer] **They're in the bedrooms.**
 Unit 12 • 55

3. What's Tony's mom wearing?
 [Sample Answer] **She's wearing a T-shirt and a skirt.** ...

Review

Have the students look at the picture. What can they see? What is everyone doing? Who do they think the people are? 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 where the beds are in Tony's house. How many beds are in the students' homes?

Show and Tell

Prepare

A Look and write.

- This is Lisa's house.
She's in the living room.
bathroom / kitchen / living room
- She's young and short.
young / old tall / short
- She's wearing a T-shirt
and pants.
a T-shirt / a jacket / pants / shorts
- She's pretty.
handsome / pretty

B Listen and check.

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

56

[Sample Answers]

's house

Hello, everyone!
This is Dan's house.
He's/She's in the bedroom.
He's/She's young and tall.
He's/She's wearing a jacket
and shorts.
He's/She's handsome.

Unit 12 • 57

It's your turn

- Step 1** Make the die on page 73.
- Step 2** Choose a face and clothes for the person.
- Step 3** Draw an "X" where the person is in the house and write about the person.
- Step 4** Show your die to the class. Tell them about the person.

Hello, everyone!
This is ...

[Sample Answers]

Tell me more!

Listen to your friends and ask them the questions.

- How old is he/she?
He's nine years old.
- What is he/she doing there?
He's sleeping in the bedroom.
- What color are his/her clothes?
His T-shirt is green. His shorts are brown.

Unit 12 • 59

Show and Tell

Prepare

- A** Have the students look at the pictures and fill in the blanks.
- 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** Have the students make the die on page 73. Ask them to cut out the A, B, and C parts. Tell them to fold the B part to make the die and then to paste it together. Then tell them to wrap the A and C parts around the top and bottom of the die and to paste them together as well.
- Step 2** Have the students turn the die to choose which person they want to be and to choose what they want the person to wear.

- Step 3** Tell the students to draw an "X" on the house part of their show and tell page to mark where the person is in the house. Then have them write about the person. Tell them to make a name for the person and to say where the person is in their house. Ask them to also include information about the person's age, height, what they are wearing, and how they look.
- Step 4** Have the students present their die and completed show and tell page to the class and tell everyone about their person. For big classes, it may be better to split the students into smaller groups for presentations.

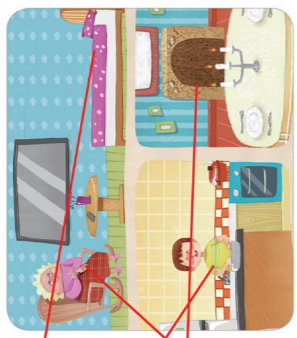
Tell me more!

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.

name: _____ score: _____

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



1. b e d room
2. T-s h i r t
3. d i n i n g room
4. s k i r t

B Choose and fill in the blanks.

1. He's in the bathroom
bathroom / attic
2. He's wearing shorts
a jacket / shorts
3. They're in the living room
living room / kitchen
4. He's tall and she's pretty
short / tall handsome / pretty

C Look and circle.

1. What's he wearing?

He's wearing shorts.
He's wearing pants.
2. What does she look like?

She's very old.
She's very young.
3. What's she wearing?

She's wearing a dress.
She's wearing a skirt.
4. Where is he?

He's in the kitchen.
He's in the yard.

D Unscramble and write.

1. the attic / in / They / are / .
They are in the attic.
2. short and / is / She / young / .
She is short and young.
3. wearing / shorts / He / is / a jacket and / .
He is wearing a jacket and shorts.
4. your mom / What / look like / does / ?
What does your mom look like?

Review Test 1 • Unit 1~ Unit 4

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

1.
 a b
2.
 c d
3.
 e f
4.
 g h

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

5. a Yes, I do.
 b I'm happy.
6. a Yes, it is. It's raining.
 b Yes, it is. It's snowing.
7. a Yes, he does.
 b No, she doesn't.

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

8. a How are you?
 b How's the weather?
9. a Does he have a notebook?
 b Does she have a pencil?

[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: How are you, Rob?
B: I'm bored.
A: Let's play soccer with Tom.
B: Does he have a soccer ball?
A: Yes, he does.
B: How's the weather?
A: It's warm and sunny. Let's go!



- 1 a. I'm angry.
b. I'm excited.
- 2 a. He's hungry.
b. He's tired.
- 3 a. It's windy.
b. It's cloudy.
- 4 a. I have scissors.
b. I have a stapler.
- 5 How are you?
- 6 Is it raining?
- 7 Does he have an eraser?
- 8 It's cold and snowy.
- 9 No, she doesn't.

- 10 B: How are you?
G: I'm bored.
- 11 M: How's the weather?
W: It's very windy.
- 12 G: Does he have glue?
B: Yes, he does.
- 13 G: How are you, Rob?
B: I'm bored.
G: Let's play soccer with Tom.
B: Does he have a soccer ball?
G: Yes, he does.
B: How's the weather?
G: It's warm and sunny. Let's go!

Review Test 2 • Unit 5~ Unit 8

Review Test 2 • Unit 5~ Unit 8

[1-4] Listen and circle the correct answers. T55

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










[5-7] Listen and circle the correct responses. T56

5. a. No, I can't. b. Yes, I do.
 c. No, I don't. d. I like swimming.
7. a. I like to draw pictures.
 b. Yes, I like it a lot.

[8-9] Listen and circle the correct questions. T57

8. a. Can you play the drums? b. What do you like to do?
 c. Can you play the flute? d. Do you have a bike?

[10-12] Listen and circle the correct pictures. T58

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

13. Listen and complete the dialog. T59

- M: Emma, what do you like to do?
 G: I like to read books.
 M: What sport do you like?
 G: I like to play tennis. Can you play tennis?
 M: No, I can't. But I like to play badminton.
 G: Me, too!
 M: Let's play badminton together.

66

Review Test 2 • 67







- 1 a. I can play the flute.
 b. I can play the violin.
- 2 a. Baseball is fun.
 b. Basketball is fun.
- 3 a. I like to sing songs.
 b. I like to read books.
- 4 a. I like to take photos.
 b. I like to draw pictures.
- 5 Can you play the guitar?
- 6 What sport do you like?
- 7 What do you like to do?
- 8 Yes, I can. I can play the drums.
- 9 I like to ride my bike.

- 10 M: Can you play the piano?
 G: No, I can't. But I can play the tambourine.
- 11 M: What sport do you like?
 B: I like skiing.
- 12 W: What do you like to do after school?
 B: I like to watch movies.
- 13 B: Emma, what do you like to do?
 G: I like to read books.
 B: What sport do you like?
 G: I like to play tennis. Can you play tennis?
 B: No, I can't. But I like to play badminton.
 G: Me, too!
 B: Let's play badminton together.

Review Test 3 • Unit 9~ Unit 12

Review Test 3 • Unit 9~ Unit 12

[1-4] Listen and circle the correct answers. T60

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










[5-7] Listen and circle the correct responses. T61

5. a. He's my brother. b. She's very pretty.
 c. He's in the bedroom. d. She's wearing a dress.
7. a. She's tall and young.
 b. She's happy.

[8-9] Listen and circle the correct questions. T62

8. a. What's Jane wearing? b. What's Josh wearing?
 c. Where's Jane? d. What does Josh look like?

[10-12] Listen and circle the correct pictures. T63

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

13. Listen and complete the dialog. T64

- M: Do you have a brother?
 G: Yes, I do.
 M: Where is he?
 G: He's in the yard with his friends.
 M: Who's your brother? What's he wearing?
 G: He's wearing pants and a hat.
 M: Oh, he's very handsome!

68

Review Test 3 • 69



- 1 a. He's in the bathroom.
 b. He's in the living room.
- 2 a. She's in the attic.
 b. She's in the kitchen.
- 3 a. She's tall and old.
 b. She's short and young.
- 4 a. He's wearing shorts.
 b. He's wearing a hat.
- 5 Where's Alex?
- 6 What's Amy wearing?
- 7 What does she look like?
- 8 She's wearing a skirt.
- 9 He's very tall.

- 10 G: Where's Grandpa?
 B: He's in the dining room.
- 11 M: What does she look like?
 W: She's tall and pretty.
- 12 G: What's Mia wearing?
 B: She's wearing a jacket.
- 13 G: Do you have a brother?
 B: Yes, I do.
 G: Where is he?
 B: He's in the yard with his friends.
 G: Who's your brother? What's he wearing?
 B: He's wearing pants and a hat.
 G: Oh, he's very handsome!