

Everyone

Speak!

Kids



3

 Build & Grow®





I want a sandwich.

Speaking Task

Talking about foods

Key Expression

What do you want?

I want a sandwich.

Key Vocabulary

fish / chicken / noodles /
rice / sandwich / juice / milk /
ice cream

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

Ask the students, "How are you?" After they've answered, have them ask how you are. Tell them, "I'm hungry," and say all the things you want to eat and also what you want to drink. Ask them if they are hungry too. If they are, find out what they want to eat/drink. (Teacher: "What do you want to eat/drink?" Student: "I want (food/drink).")

Unit

1

I want a sandwich.

Talking about foods

Warm Up

A Listen and sing.

What do you want?
What do you want?
What do you want to eat?
Sandwich, sandwich,
I want **a sandwich!**

What do you want?
What do you want?
What do you want to drink?
Apple juice, apple juice,
I want **apple juice!**

B Sing again. Change the food and drink.

- a sandwich → noodles
- apple juice → chocolate milk

Think & Say

What do you eat for breakfast?
[Sample Answer] I eat a sandwich and orange juice.



Warm Up

- A** Have the students look at the picture. What can they see? What do they think is happening? Ask them what their favorite kind of juice is. 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 food and drink in the song. Tell them to sing "noodles" instead of "a sandwich" and "chocolate milk" instead of "apple juice."
- Think & Say** Ask the students to work in pairs to ask and answer the question. Then ask each student to tell the class what their partner eats for breakfast.

Start Up

A Listen and stick. Then, say.

1. fish	2. chicken	3. noodles	4. rice
5. sandwich	6. juice	7. milk	8. ice cream

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

What do you want to eat?
I want **chicken!**

What do you want to drink?
I want **milk!**

I also want **ice cream!**

Yummy!

▶ What do you want for dinner?
[Sample Answer] I want fish and ice cream for dinner.

Unit 1 • 7

Start Up

- A** Play the recording for the students and ask them to place the word stickers (found on page 75) under each picture. Correct the answers as a class.
- Extra Idea** Pass one of the *Everyone, Speak! Kids* flashcards (they can be downloaded from <http://www.ibuildandgrow.com>) for the unit to a student and say "I want (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 try using different food and drink 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.

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.

B. Listen and number.



1. A: What do you want?
B: I want fish, noodles, and orange juice.
2. A: What do you want?
B: I want chicken, rice, and milk.
3. A: What do you want?
B: I want chicken, noodles, and orange juice.
4. A: What do you want?
B: I want fish, rice, and milk.

Speak Up

Pair
A Look and say.



B Listen and number.



Speaking Playground

[Sample Answers]

Step 1 What do you want? Choose and stick five foods on your dinner table.



Step 2 Find someone with the same foods. Then, complete the sentence.



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 Have the students draw their own picnic picture. Tell them to draw all of their favorite foods and drinks on their picnic blanket. When the students are finished drawing, have them work in pairs and take turns talking with their partner about what they want to eat and drink on each other's picture.

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

Extra Idea Pretend the classroom is a restaurant. Ask one of the students what they want to eat and drink and then pretend to prepare what they asked for. Serve it to the student and have them say whether their food and drink tastes good or bad. Then ask that student to take one of their classmates' food order.

Speaking Playground

Step 1 Ask the students to put five food stickers (found on page 73) on their dinner table.





Step 2 Have the students walk around the classroom and try and find someone with the same foods as them. Once they find someone that wants to eat and drink the same things, tell them to write that person's name in the blank at the bottom of the page. After all the students have finished the activity, have them take turns telling the class who wants the same foods as they do.

I want a sandwich.







name: _____ score: _____

A Unscramble the words and match.

1. ikml	→	milk	
2. rcei	→	rice	
3. sfhi	→	fish	
4. ecju	→	juice	


(Note: Lines connect 'milk' to 'juice', 'rice' to 'fish', and 'fish' to 'rice'.)


B Look and fill in the blanks.

1. I want a 	sandwich
2. I want 	ice cream
3. I want 	chicken
4. I want 	noodles

Unit 1 • 3

C Look and write.

1.  What do you want to eat?
I want chicken.

2.  What do you want to drink?
I want milk.

D Unscramble and write.

- also want / ice cream / I / .
I also want ice cream.
- want / fish and / I / juice / .
I want fish and juice.
- do you / drink / What / want to / ?
What do you want to drink?

E Answer the question.

 What do you want to eat?

4

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.

Speaking Task

Talking about things in the kitchen

Key Expression

How many cups do you have?
I have three cups.

Key Vocabulary

plate / bowl / glass / cup /
spoon / fork / knife /
teapot

Introduction

Put a plastic plate, bowl, glass, cup, fork, knife, and spoon on a table at the front of the classroom. Do the students know what each item is? What can they eat or drink with each item?

Unit 2

How many cups do you have?

Talking about things in the kitchen

Warm Up

A Listen and chant.

How many **cups**,
cups do you have?
One, two, three,
I have three **cups**.

How many **bowls**,
bowls do you have?
One, two,
I have two **bowls**.

How many **plates**,
plates do you have?
One,
I have one **plate**.

B Chant again. Make your own gestures for "cups," "bowls," and "plates."

Think & Say
What do you usually use when you eat?

[Sample Answer] I use a spoon, a fork, and a cup.

10

Warm Up

- A** Have the students look at the picture. What can they see? What do they think is happening? Do they like to eat soup? What's their favorite kind of soup? 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 words "cups," "bowls," and "plates." 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. Take a poll to see what dishes and utensils the students usually use when they eat.

Start Up

A Listen and stick. Then, say.

1.  plate	2.  bowl	3.  glass	4.  cup
5.  spoon	6.  fork	7.  knife	8.  teapot

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

How many **bowls** do you have, Alex?
I have four **bowls**.

How many **spoons** do you have?
I have six **spoons**.

Wait! You only have three **bowls** and five **spoons**!

Look!

▶ What are the mice doing?
[Sample Answer] They're jumping into the water.

Unit 2 • 11

Start Up

- A** Play the recording for the students and ask them to place the word stickers (found on page 75) under each picture. Correct the answers as a class.
- Extra Idea** Play a matching game with the *Everyone, Speak! Kids* flashcards for the unit. Print one set of picture flashcards and one set of word flash cards. 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 them to use different dishes and utensils 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.



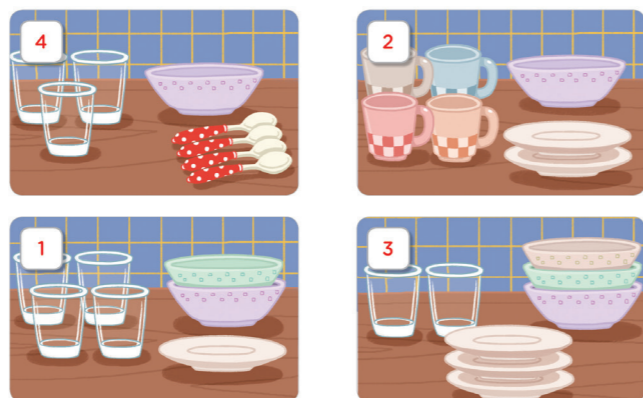
1. A: How many glasses do you have?
B: I have four glasses.
2. A: How many plates do you have?
B: I have two plates.
3. A: How many bowls do you have?
B: I have three bowls.
4. A: How many spoons do you have?
B: I have four spoons.

Speak Up

Pair
A Look and say.



B Listen and number.



How many glasses do you have?
I have three glasses.

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 pictures. Check the answers together as a class.
- Extra Idea** Put the flashcards in an envelope. Have a student come to the front and pull a flashcard out of the envelope. Then tell them to roll two dice and add the numbers together. Ask the student "How many (flashcard) do you have?" and have them combine the number from the dice and the flashcard together to make their answer ("I have (number) (flashcard).").

Speaking Playground

Step 1 Choose student A or student B. Ask and answer the questions with your partner. Student B is on page 60.



Step 2 Write your partner's answers. Then, find and check the four differences.

<input type="checkbox"/> = 3	<input checked="" type="checkbox"/> = 6
<input checked="" type="checkbox"/> = 4	<input type="checkbox"/> = 6
<input checked="" type="checkbox"/> = 3	<input type="checkbox"/> = 5
<input type="checkbox"/> = 3	<input checked="" type="checkbox"/> = 1

Speaking Playground

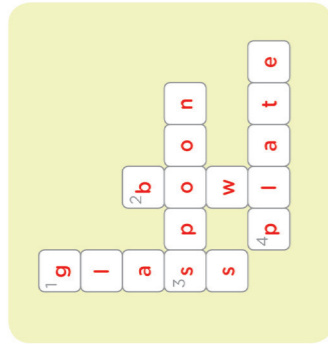
- Step 1** Have the students work in pairs. Ask Student A to look at the picture on page 13 and Student B to look at the picture on page 60. Tell the students to ask and answer the questions with their partner.
- Step 2** Ask the students to write their partner's answers. Then have the students find and put check marks next to the four differences between the two pictures. After they have finished, check the answers together as a class.

How many cups do you have?



name: _____ score: _____

A Complete the puzzle.



DOWN

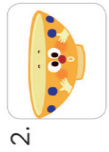


1.

ACROSS



3.



2.



4.

B Look and fill in the blanks.



1. I have a knife.



2. I have four forks.



3. I have five teapots.



4. I have three glasses.

Unit 2 • 5

C Look and write.

1. How many spoons do you have?



I have six spoons.

2.



How many bowls do you have?

I have four bowls.

D Unscramble and write.

1. three / 1 / glasses / have / .

I have three glasses.

2. has / four / She / knives / .

She has four knives.

3. do you / How many / forks / have / ?

How many forks do you have?

E Answer the question.



How many cups do you have?

6

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.

Speaking Task

Talking about shopping

Key Vocabulary

umbrella / gloves / glasses / sunglasses / backpack / scarf / watch / raincoat

Key Expression

How much is this?
It's five dollars.

Introduction

Review numbers with the students using the *Everyone, Speak! Kids* flashcards from book 1 unit 3. Teach the students the words “dollar,” “expensive,” and “cheap.” Have the students take turns rolling one die (first time) and then two or three dice (second time). Turn the numbers they roll into prices. Do the students think the prices are cheap or expensive?

Unit 3 How much is this?

Talking about shopping

Warm Up

A Listen and chant. 112

How much, how much,
how much is this **watch**?
It's five, it's five,
it's five dollars!
Oh, great! I'll take it!
That's very **cheap**.

How much, how much,
how much are these **gloves**?
They're ten, they're ten,
they're ten dollars!
Oh, really? Oh, my.
They're very **expensive**.

B Chant again. Make your own gestures for “cheap” and “expensive.” 113

Think & Say

What do you want to buy? Point and say.

[Sample Answers]
I want to buy an umbrella.
I want to buy sunglasses.

Warm Up

- A** Have the students look at the picture. What can they see? What do they think is happening? How much do they think each item costs? 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 “cheap” and “expensive.” 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 question. Remind them to point at the item when they say what they want to buy. Then have each student tell the class what item their partner wants to buy.
- Extra Idea** Have the students make their own song with different items (they can use other items from the picture or choose their own items) and prices. 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. 114

- | | | | |
|---|---|--|---|
| 1. umbrella | 2. gloves | 3. glasses | 4. sunglasses |
| 5. backpack | 6. scarf | 7. watch | 8. raincoat |

B Listen and say. Then, role-play the conversation. 115

Excuse me. How much are these sunglasses?

They're \$12.

Oh, they're expensive. But I'll take them.

These look great!

▶ How does Boogie feel?

[Sample Answers] He's happy/excited.

Start Up

- A** Play the recording for the students and ask them to place the word stickers (found on page 77) 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** 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 items and prices 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: How much is this umbrella?
B: It's \$4.
A: Wow, that's cheap!
- A: How much is this backpack?
B: It's \$12.
A: That's expensive!
- A: How much are these glasses?
B: They're \$9.
A: That's expensive.
- A: How much is this watch?
B: It's \$5.
A: It's cheap! I'll take it.

Speak Up

A Look and say.



B Listen and match.



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 match the items and prices. Check the answers together as a class.
- Extra Idea** Put the flashcards on the board and choose students to come up and write a price beside each one. Have one student stand up and throw a beanbag or a sticky ball at one of the flashcards. If the ball hits the flashcard (or lands near it), the rest of the class will ask "How much is/are this/these (flashcard)?" and the student answers "It's/They're (price)." The class can then decide if the item is cheap or expensive.

Speaking Playground

[Sample Answers]

Step 1 Use the game board on page 71. Spin a pencil. Ask and answer the questions with your partner.



How much is this backpack?

It's \$15!

It's expensive!



Step 2 Choose three items you like. Then, fill in the chart.

Item	Price	Cheap or Expensive
gloves	\$ 3	<input checked="" type="checkbox"/> cheap <input type="checkbox"/> expensive
watch	\$ 2	<input checked="" type="checkbox"/> cheap <input type="checkbox"/> expensive
sunglass	\$ 10	<input type="checkbox"/> cheap <input checked="" type="checkbox"/> expensive

Speaking Playground

- Step 1** Have the students work in pairs. Tell them to use the game board on page 71. Explain that they will spin a pencil on the game board. They will ask and answer questions about the item and price that the tip of the pencil is pointing at with their partner.
- Step 2** Ask the students to choose three of the items they like in Step 1 and write them on their chart. Then ask them to choose one of the prices for the object and check whether they think it is cheap or expensive. When the students are finished filling in their chart, ask them to talk about the items and prices with their partner.

How much is this?



name: _____ score: _____

A Find and circle the words.

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



B Look and fill in the blanks.

- How much is this backpack ?
- How much is this umbrella ?
- How much are these glasses ?
- How much are these sunglasses ?

Unit 3 • 7

C Look and write.

- How much is this scarf?

It's \$3.
- How much are these sunglasses?

They're \$12.

D Unscramble and write.

- very / That / cheap / is / .
That is very cheap.
- expensive / are / very / They / .
They are very expensive.
- are / much / How / these gloves / ?
How much are these gloves?

E Answer the question.



8

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 [Sample Answers]

1 How much is the cup?
It's two dollars.

2 How many bowls do you have?
I have six bowls.

3 They're ...!
They're six dollars.

4 How many backpacks do you have?
I have four backpacks.

5 How much is the chicken?
It's five dollars.

6 I want ...
I want milk.

7 How much are these gloves?
They're nine dollars.

8 What do you want to eat?
I want a sandwich.

9 How much is the plate?
It's four dollars.

10 What do you want for your birthday?
I want a watch.

11 It's \$1. It's c...!
It's cheap.

12 I have ... bowls.
It's \$3.

13 How much is the fish? Is it expensive?
It's \$4. It's cheap.

Go back 1 space!

Move ahead 1 space!

START

FINISH

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

Unit 4 Review Unit 4

1 How much is the cup?
It's two dollars.

2 How many bowls do you have?
I have six bowls.

3 They're ...!
They're six dollars.

4 How many backpacks do you have?
I have four backpacks.

5 How much is the chicken?
It's five dollars.

6 I want ...
I want milk.

7 How much are these gloves?
They're nine dollars.

8 What do you want to eat?
I want a sandwich.

9 How much is the plate?
It's four dollars.

10 What do you want for your birthday?
I want a watch.

11 It's \$1. It's c...!
It's cheap.

12 I have ... bowls.
It's \$3.

13 How much is the fish? Is it expensive?
It's \$4. It's cheap.

Go back 1 space!

Move ahead 1 space!

START

FINISH

Try this

How much is the fish? Is it expensive?
[Sample Answer] It's \$4. It's cheap.

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 make a sentence 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.




Try This Have the students work in pairs. Ask them to ask and answer the questions. Then ask each group if they think the fish is expensive.

Extra Idea Write prices on the back of the food flashcards from unit 1 and put them in an envelope. Have the students take turns picking a card and saying what the food is and how much it costs. Does the rest of class think the food is expensive or cheap?

Show and Tell

Prepare

A Look and write.

- 
 There's a bowl, a fork and a spoon.
 plate / bowl / spoon / fork / knife
- 
 Julie wants rice and fish / chicken / noodles / rice a glass of juice.
 juice / milk
- 
 She also wants a scarf.
 an umbrella / gloves / a scarf / a watch / sunglasses
- 
 It's \$8. It's very cheap!
 cheap / expensive

B Listen and check.

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

20



[Sample Answers]

Mr. Bear's special day

There's a fork, a knife and a plate. Mr. Bear wants chicken and a glass of milk. He also wants a watch as his present. It's/They're \$ 10. It's/They're very expensive!

Unit 4 • 21

It's your turn

- Choose and stick three kitchen items on the table.
- Choose and stick food, a drink, and a present for Mr. Bear.
- Write about Mr. Bear's special day.
- Show it to the class and tell about it.

There's a ...

[Sample Answers]

Tell me more!

😊 Listen to your friends and ask them the questions.

- How does Mr. Bear feel?
He's happy.
- Why did you choose the present for Mr. Bear?
I chose it because I like it.
- What food do you want for your special day?
I want ice cream for my special day.

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.

It's your turn

Step 1 Tell the students that today is a special day for Mr. Bear. Why do they think it's a special day? Review Julie's answers from page 20 and explain that the students can write about Mr. Bear's special day using similar language. Then ask them to choose three kitchen item stickers (found on page 73) and put them on the table on their show and tell page.

Step 2 Ask the students to also choose a food, a drink, and a present sticker for Mr. Bear and to put them on the table.

Step 3 Have the students write about Mr. Bear's special day. Tell them to include information about the kitchen items on the table along with the food and drink that Mr. Bear wants. Then ask them to write about the present Mr. Bear wants and its price. Do the students think the present is cheap or expensive?

Step 4 Have the students present their completed show and tell page to the class and tell everyone about Mr. Bear's special day. 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.



- sandwich
- spoons
- gloves
- wallet

B Choose and fill in the blanks.

- I want **noodles** / rice / noodles
- She has six **bowls** / knives / bowls / plates
- I have four **backpacks** / umbrellas / backpacks
- How much is the **cup** / glass / cup / teapot

Unit 4 • 9

C Look and circle.

- What do you want to eat?
 I want fish. / I want rice.
I want fish.
- How many spoons do you have?
 I have eight spoons. / I have six spoons.
I have six spoons.
- How much is the scarf?
 It's \$3. / They're \$3.
It's \$3.
- How much are the sunglasses?
 It's \$6. / They're \$6.
They're \$6.

D Unscramble and write.

- have / How many / do you / forks / ?
 --- **How many forks do you have?** ---

- expensive / very / is / it / .
 --- **It is very expensive.** ---

- these glasses / How / are / much / ?
 --- **How much are these glasses?** ---

- do you / What / to eat / want / ?
 --- **What do you want to eat?** ---

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 the days of the week

Key Vocabulary

Sunday / Monday / Tuesday /
 Wednesday / Thursday / Friday /
 Saturday

Key Expression

What day is it today?
 It's Monday.

Introduction

Practice saying the days of the week with the students. Say the days of the week in order. Can any of the students say all seven days in reverse order?

Unit 5 What day is it today?

Talking about the days of the week

Warm Up

A Listen and sing. T18

What day is it today?
Monday, it's Monday.
I read books on Monday!

What day is it today?
It's Thursday.
I watch movies on Thursday!

What day is it today?
Sunday, it's Sunday.
I go on a picnic on Sunday!

B Sing again. Clap your hands when you hear "day." T19

Think & Say

What's your favorite day? Why?

[Sample Answer]
I like Saturday because I don't go to school on Saturday.

24

Start Up

A Listen and stick. Then, say. T20

1. Sunday 2. Monday 3. Tuesday 4. Wednesday

5. Thursday 6. Friday 7. Saturday

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

▶ What do you do on Tuesday?
[Sample Answers] I have a piano lesson on Tuesday. / I ride my bike on Tuesday.

Unit 5 • 25

Warm Up

A Have the students look at the pictures. What can they see? What do they think is happening? Ask them which of the activities they want to 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 clap their hands when they hear the word "day."

Think & Say Ask the students what their favorite day of the week is. Why do they like it?

Start Up

A Play the recording for the students and ask them to place the word stickers (found on page 77) 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 the word. The first student to write the word and then say "It's (day)." 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 days of the week 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.

26

27

B. Listen and circle.



- A: What day is today?
B: It's Sunday. I ride my bike on Sunday.
- A: What day is it today?
B: It's Wednesday. I have a piano lesson on Wednesday.
- A: What day is it today?
B: It's Thursday.
A: What do you do on Thursday?
B: I read books.
- A: What day is it today?
B: It's Saturday.
A: What do you do on Saturday?
B: I play baseball.

Speak Up

Pair A Look and say.



What day is it today?

It's Friday.

B Listen and circle.

- Sunday Monday Tuesday
- Monday Wednesday Friday
- Tuesday Thursday Saturday
- Saturday Sunday Monday

What do you do on Sunday?

I ride my bike.

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 to work in pairs. Give one student the flashcards and have them ask their partner about the days of the weeks. (Student A: "What day is it today?" Student B: "It's (day).") Time each pair to see how fast they can say all the flashcards.
- B** Play the recording for the students and ask them to circle the correct days. Check the answers together as a class.
- Extra Idea** Review the hobby flashcards from book 2 unit 7 and put them on the board. Ask two students to stand at the back of the class. Hold up a day flashcard and have the class ask, "What do you do on (day)?" Say one of the activities and then shout "Go!" Whichever student can touch the hobby flashcard first is the winner. Have the class repeat the question one more time and both students say the answer.

Speaking Playground

[Sample Answers]

Step 1 Choose five days and stick activities on them.

Jenny's schedule

Sun	Mon	Tue	Wed	Thu	Fri	Sat

Step 2 Ask and answer the questions with your partner. Then, stick your partner's activities and complete the schedule.

What day is it today?
It's Thursday.

What do you do on Thursday?
I watch movies on Thursday.

Nick's schedule

Sun	Mon	Tue	Wed	Thu	Fri	Sat

What day do you and your partner do the same thing?

Speaking Playground

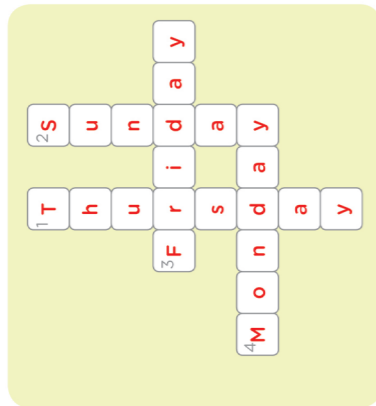
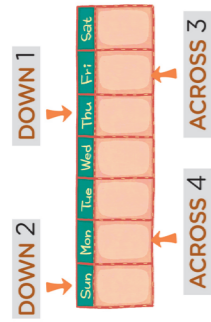
- Step 1** Ask the students to write their name above the calendar. Then tell them to choose five activity stickers (found on page 73) and stick them on different days on the calendar.
- Step 2** Have the students work in pairs. Tell them to ask and answer the questions with their partner and then to put the stickers for their partner's activities on the calendar at the bottom of the page. After the students have finished filling in their partner's schedules, ask each pair what day they and their partner do the same thing on.

Unit 5 What day is it today?



name: _____ score: _____

A Complete the puzzle.



B Look and fill in the blanks.



1. I watch movies on Saturday.
2. I read books on Tuesday.
3. I play baseball on Wednesday.

Unit 5 • 11

C Look and write.

1. **What day is it today?** *It's Tuesday.*

2. **Today is _____!** *Wednesday*

D Unscramble and write.

1. ride / l / on Thursday / my bike / .
I ride my bike on Thursday.
2. do you / on Friday / What / do / ?
What do you do on Friday?
3. day / today / What / is it / ?
What day is it today?

E Answer the question.

What do you do on Sunday?

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 time

Key Expression

What time is it?
It's ten o'clock.

Key Vocabulary

three o'clock / six ten / four thirty /
nine twenty / eight fifteen /
seven fifty-five / twelve o'clock /
two forty-five

Introduction

Draw a clock on the board. Teach the students how to say the numbers for hours and for minutes. Then ask them what time they do different activities (wake up, eat breakfast, go to bed, etc.) at each day.

Unit 6 What time is it?

- Talking about time

Warm Up

A Listen and chant.  T23

What time, what time,
what time is it?
Ten, ten, it's ten o'clock.
Oh! Oh! It's time for music class.
Hurry up! Let's go!

What time, what time,
what time is it?
Two, two, it's two twenty.
Oh! Oh! It's time for science class.
Hurry up! Let's go!

B Chant again. Show the times with your arms.  T24

What time is it now?
[Sample Answer]
It's eleven o'clock.



28

Start Up

A Listen and stick. Then, say.  T25

-  three o'clock
-  six ten
-  four thirty
-  nine twenty
-  eight fifteen
-  seven fifty-five
-  twelve o'clock
-  two forty-five

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

Wow, this is fun! I like playing Frisbee.

3:30

What time is it?

It's 3:30.

3:35

What time is it now?

It's still ... 3:30!

4:10

Oh, no! My watch is broken! We're late!

4:15

► What time is it in each scene?
[Sample Answers] Scene1: It's three thirty. Scene2: It's three thirty five. Scene3: It's four ten. Scene4: It's four fifteen.

Unit 6 • 29

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 to play at the playground. What time do they go there? 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 use their arms to show the different times while they say the words.
- Think & Say** Ask the students the question. Then ask them what it's time to do.

Start Up

- A** Play the recording for the students and ask them to place the word stickers (found on page 77) under each picture. Correct the answers as a class.
- Extra Idea** Give each student three dice to roll. Tell them to use the three dice to make a time. Ask them what they do at that time.
- 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 times when 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: What time is it?
B: It's 3 o'clock.
A: Oh, it's time for art class.
- A: What time is it?
B: It's 11:45.
A: Oh, it's time for science class.
- A: What time is it?
B: It's 1:30.
A: Oh, it's time for math class.
- A: What time is it?
B: It's 4:40
A: Oh, it's time for English class.

Speak Up

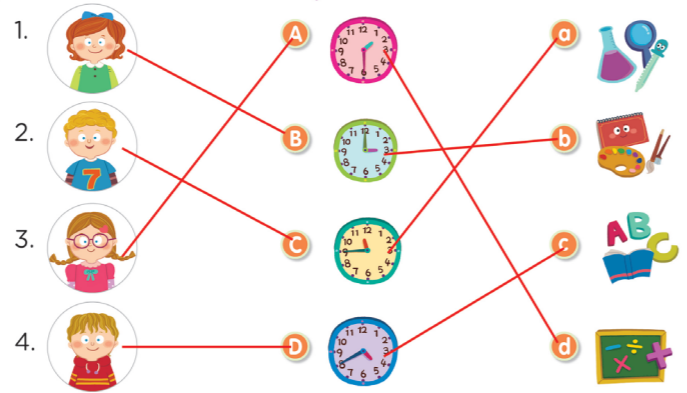
Pair A Look and say.



Subject	Time
English	9:15~9:40
Math	9:50~10:30
Science	10:40~11:20
Music	11:30~12:10
History	1:10~1:50
Art	2:00~2:40



Pair B Listen and match.



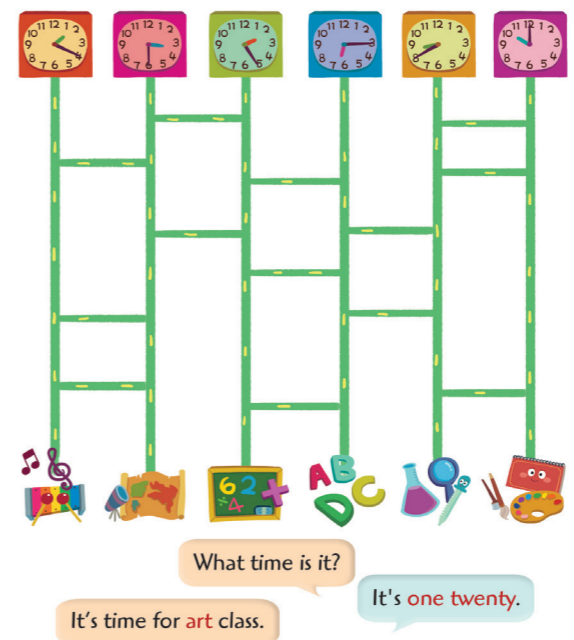
Speak Up

- 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 sets of answers.
- Extra Idea** Play hangman with the phrases (and times and classes) from activity A. Write blanks on the board for all the letters and have the students try and guess what the sentence is.
- B** Play the recording for the students and ask them to match the characters to the clocks and activities. Check the answers together as a class.
- Extra Idea** Hand out one picture or word flashcard to each student and ask them to turn their flashcard over so that no one can see what is on it. If the students have a picture flashcard, ask them try and find the person who has the matching word flashcard. If the students have a word flashcard, ask them to try and find the person who the matching picture flashcard. Tell the students to walk around the classroom and ask "What time is it?" to find whose flashcard matches theirs.

Speaking Playground

[Sample Answers]

Step 1 Follow the lines. Then, ask and answer the questions with your partner.



Step 2 Write the time for each school subject.

School Subject	Time	School Subject	Time
English	8:40	Music	2:25
Math	3:30	History	6:15
Science	10:00	Art	1:20

Speaking Playground

- Step 1** Have the students work in pairs. Tell the students to follow the lines from each clock to the activities at the bottom of the picture. Explain that the lines work like a ladder and that the students should travel along a line until it intersects with another line, and then move onto that new line. Once the students have connected each clock to the correct activity, ask them to ask and answer the questions with their partner.
- Step 2** Ask the students to write the time for each school subject. Check the answers together as a class.
- Extra Idea** Have the students make their own timetable of school subjects and then talk about it with their partner.



Unit 6 What time is it?

name: _____ score: _____

A Look and fill in the blanks.

- 
eight fifteen
- 
three o'clock
- 
two forty five
- 
nine twenty

B Look and fill in the blanks.

- 
It's six ten
- 
It's twelve o'clock.
- 
It's four thirty
- 
It's seven fifty five

Unit 6 • 13

C Look and write.

- 
What time is it?
- 
What time is it?

D Unscramble and write.

- twenty / It's / six / .
 It's six twenty.
- it / is / What time / now / ?
 What time is it now?
- for / It's / science class / time / .
 It's time for science class.

E Answer the question.



14

Unit 7

When do you get up?

Speaking Task

Talking about daily routines

Key Expression

When do you get up?
I get up at 7.

Key Vocabulary

get up / take a shower /
eat breakfast / go to school /
watch TV / do my homework /
eat dinner / go to bed

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

Tell the students about your daily routine and then have them tell you what they do every day. Ask them when they get up, take a shower, go to school, eat dinner, and go to bed. Take a poll to see what the most popular time to get up or go to sleep is in the class.

Unit 7

When do you get up?

Talking about daily routines

Warm Up

A Listen and chant. T28

When do you **get up**?
I **get up** at 7.

When do you **take a shower**?
I **take a shower** at 7:20.

When do you **go to school**?
I **go to school** at 8:30.

When do you **eat dinner**?
I **eat dinner** at 6:40.

When do you **go to bed**?
I **go to bed** at 10.

Think & Say

Draw the time for each picture and say it again.

B Chant again. Do all the actions. T29

32

Start Up

A Listen and stick. Then, say. T30

1. get up	2. take a shower	3. eat breakfast	4. go to school
5. watch TV	6. do my homework	7. eat dinner	8. go to bed

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

▶ When do you do your homework?
[Sample Answer] I do my homework at five o'clock.

Unit 7 • 33

Warm Up

- A** Have the students look at the picture. What can they see? What do they think is happening? 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 in the chant while they say the words.
- Think & Say** Ask the students to draw the times for each of the pictures on the clocks that are next to them. Then have them say the action in the picture and the time (for example, "I get up at 7.")

Start Up

- A** Play the recording for the students and ask them to place the word stickers (found on page 77) under each picture. Correct the answers as a class.
- Extra Idea** Pretend that you are doing one of the actions and let the students guess what it is. Then let them take turns pretending that they are doing one of the activities 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 activities and times when 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 in the correct order.



A: What do you usually do after school?
 B: I usually watch TV.
 A: When do you do your homework?
 B: I do my homework at 6 o'clock.
 A: When do you have dinner?
 B: I have dinner at 7:30. Then I read comic books.

Speak Up

Pair A Look and say.



When do you get up?
 I get up at 7:15.
 How about you?
 I get up at 7:50.

B Listen and number in the correct order.



When do you watch TV?
 I watch TV at 7:30.

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 question and answer sets.

Extra Idea Have the students stand in a circle. Tap a balloon (or lightly throw a foam ball) to one student and ask, "When do you get up?" The student will say when they get up ("I get up at 7:15.") and then say "How about you?" before hitting the balloon to another student. Do this with some of the other daily routines activities too.

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

Extra Idea Tell the students to divide a blank piece of paper into four squares. Tell them to draw something from their daily routine in each of the four squares and then to talk about the pictures with their partner.

Speaking Playground

[Sample Answers]

Step 1 When do you do these actions? Draw and write the times of your daily routine.

go to bed 9:30		get up 7:00
watch TV 6:00		go to school 8:10
do homework 3:30		eat lunch 12:30

Step 2 Ask and answer the questions with your partner. Draw and write the times of your partner's daily routine.

When do you get up?
 I get up at 7:20.

I get up at 7.
 How about you?

go to bed 10:00		get up 7:20
watch TV 7:00		go to school 8:30
do homework 4:30		eat lunch 12:30

Speaking Playground

Step 1 Read the daily routine actions together as a class. Then ask the students to draw the times of their daily routine activities on the clock and to write the times in the boxes.

Step 2 Have the students work in pairs. Tell them to ask and answer the questions with their partner. Ask them to draw the times of their partner's daily routine activities on the clock at the bottom of the page and to write the times in the boxes.

When do you get up?



name: _____ score: _____

A Fill in the blanks. Then, find and circle the words.

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



get up



go to bed

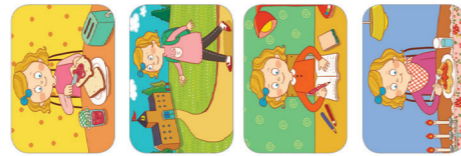


watch TV



take a shower

B Look and fill in the blanks.



1. I eat breakfast at 7:15.

2. I go to school at 8.

3. I do my homework at 4:30.

4. I eat dinner at 6:20.

Unit 7 • 15

C Look and write.

1. When do you get up?



I get up at 7:20

2. When do you go to bed?



I go to bed at 10.

D Unscramble and write.

- a shower / take / When / do you / ?
--- When do you take a shower? ---
- your homework / do / do you / When / ?
--- When do you do your homework? ---
- get up / at / 7:40 / .
--- I get up at 7:40. ---

E Answer the question.



When do you get up?

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

Monday Tuesday Wednesday Thursday Friday

go to school

have math class

eat lunch

have a piano lesson

watch TV

do homework

Look at the picture and practice.

1. What day is it today?
[Sample Answers] It's Wednesday/Thursday/Friday.

2. [Sample Question] What time is it?
... It's 8:15.

36

Saturday Sunday

get up

take a shower

play baseball

read comic books

eat dinner

go to bed

3. When do you get up?
[Sample Answer] I get up at nine thirty.

Try this
When do you go to bed on the weekend?
[Sample Answer] I go to bed at 11 o'clock.

Unit 8 • 37

Review

Have the students look at the pictures. What can they see? What do they think the boy is? Ask if they know what days of the boy's weekly schedule are being shown (Wednesday and Saturday). 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 pictures. Remind them that they can change the highlighted words in order to talk about different things in the pictures. After, check the students' comprehension by asking each pair a few questions about the pictures.

Try this Have the students work in pairs. Have them ask and answer the question with their partner. Then have each student tell the class when their partner goes to bed on the weekend at.

Extra Idea Have the students draw pictures similar to the ones in the review activity to show what they do every Wednesday and/or Saturday. Ask them to talk about their pictures with their partner.

Show and Tell

Prepare

A Look and write.

- Hi, I'm **Coco**.
Today is **Tuesday**.
- I **get up** at **4:30**.
get up / take a shower / go to school
- I **eat breakfast** at **6** o'clock.
eat breakfast / eat lunch / eat dinner
- I **do my homework** at **3:40**.
do my homework / watch TV / play baseball
- It's **7:45**.
It's time for bed. Good night!

B Listen and check. 132

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

38

A vampire's day

(Sample Answers)

Hi, I'm **Penny**.

Today is **Friday**.

I **get up**
at **11:45**.

I eat **breakfast**
at **1:15**.

I **watch TV**
at **3:30**.

It's **7:20**.
It's time for bed.
Good night!

Unit 8 • 39

It's your turn

- Step 1** Imagine you are a vampire.
- Step 2** Draw two activities. Then draw the times for all the activities.
- Step 3** Write about your daily routine.
- Step 4** Show it to the class and tell about it.

Tell me more! (Sample Answers)

Listen to your friends and ask them the questions.

- When is your favorite time of the day?
I like 12 o'clock because it's lunchtime.
- What do you do before bedtime?
I read books.
- What else do you want to do as a vampire?
I want to fly in the sky.

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** Review the information about Coco with the students. Tell them you're a vampire and let them think of a good name for you. Then ask them to imagine they are a vampire, too.
- Step 2** Have the students draw two daily activities in the empty spaces on the show and tell page. Then ask them to draw times on the clocks for all of the activities.
- Step 3** Ask the students to write about their daily routine. Tell them to include information about what day it is, what activities they do throughout the day, and what times they do each thing at. 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 daily routine as a vampire. 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.

Unit 8

Review

name: _____ score: _____

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



- eat **l** **u** **n** **c** **h**
- have ma **t** **h** class
- w **a** **t** **c** **h** TV
- do ho **m** **e** **w** ork

B Choose and fill in the blanks.

- I **take a shower** at 11 o'clock.
take a shower / go to school
- I **play baseball** at 1:45.
play baseball / play soccer
- I **go to bed** at 9 o'clock.
get up / go to bed
- I **read comic books** at 3:40.
watch TV / read comic books

Unit 8 • 17

C Look and write.

- What day is it today?
It's **Tuesday**.
- What time is it now?
It's **four thirty**.
- When do you eat breakfast?
I eat breakfast at **six o'clock**.
- When do you go to bed?
I **go to bed** at 7:45.

D Unscramble and write.

- do you / on Saturday / What / do / ?
--- **What do you do on Saturday?**
- a piano lesson / I / at 5 / have / .
--- **I have a piano lesson at 5.**
- get up / do you / When / ?
--- **When do you get up?**
- watch / on Friday / I / movies / .
--- **I watch movies on Friday.**

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 actions

Key Vocabulary

eating / cooking / studying /
laughing / drawing / drinking /
sleeping / talking

Key Expression

What's Mike doing?
He's cooking.

Introduction

Ask the students if they like to go to the park. Encourage them to answer in full sentences (for example, "Yes, I do." / "No, I don't."). Ask them what kinds of things people can do at the park. Write down their ideas on the board. Can the students think of any gestures for the actions they thought of?

Unit
9

Mike is cooking.

Talking about actions

Warm Up

A Listen and sing. T34

Where's everybody?
Everybody's at the park!
What's everybody doing?
Mike is **cooking**. **Cooking!**
Sue is **eating**. **Eating!**
Helen is **talking**. **Talking!**
Brandon is **laughing**. **Laughing!**
Jenny is **sleeping**. **Sleeping!**
Tom is **drawing**. **Drawing!**

Mike: Everybody's happy at the park!

B Sing again . Do all the actions. T35

Think & Say

Find each person in the picture and write their name.



Warm Up

A Have the students look at the picture. What can they see? What do they think the children are doing? Do they like to do any of those actions at the park? 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 do all the actions in the song when they sing.

Think & Say Ask the students to write the names of the characters on the picture.

Extra Idea Have the students make their own song with the different actions they thought of at the beginning of the class. 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. T36

- | | | | |
|--|---|---|---|
| 1.
eating | 2.
cooking | 3.
studying | 4.
laughing |
| 5.
drawing | 6.
drinking | 7.
sleeping | 8.
talking |

Pair **B Listen and say. Then, role-play the conversation.** T37

► What do you think Boogie is cooking?

[Sample Answer] I think Boogie is cooking noodles.

Unit 9 • 43

Start Up

A Play the recording for the students and ask them to place the word stickers (found on page 77) 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 action 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 "What's he doing?" and let them guess what action 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 actions 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.

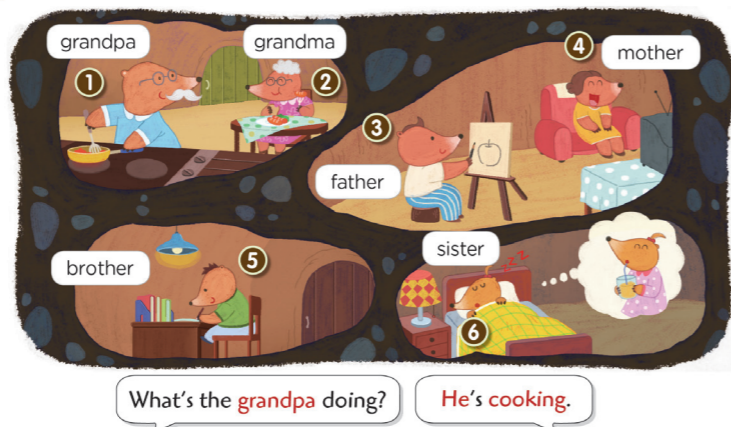
B. Listen and number.



1. A: What's Jane doing?
B: She's cooking in the kitchen.
2. A: What's Tom doing?
B: He's studying in the library.
3. A: What's James doing?
B: He's sleeping in his bedroom.
4. A: What's Maria doing?
B: She's drawing in the classroom.

Speak Up

Pair A Look and say.



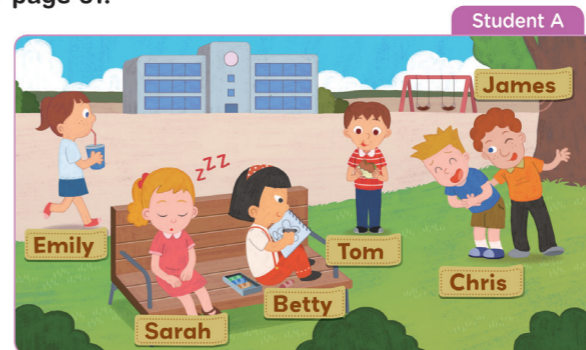
B Listen and number.



What's he doing? He's studying.

Speaking Playground

Step 1 Choose student A or student B. Student B is on page 61.



Step 2 Ask and answer the questions with your partner and find the three differences.



Step 3 Who is different in the picture? Write their names.

Sarah Tom James

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 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 ("He's cooking."). 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, "What is he/she doing?" and the last players can answer.

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

Extra Idea Ask one of the students to come to the front of the classroom. Show them a flashcard and ask them to do the action for it without talking. Have the rest of the class guess what the student is doing. (Teacher: "What's he/she doing?" "He's/She's studying.")

Speaking Playground

Step 1 Have the students work in pairs. Ask Student A to look at the picture on page 45 and Student B to look at the picture on page 61.

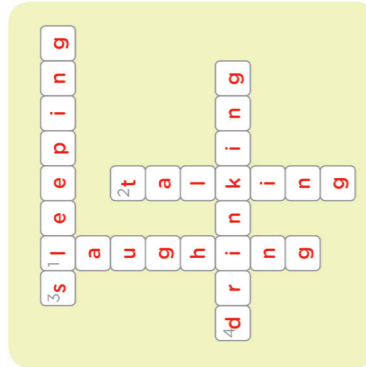
Step 2 Tell the students to ask and answer the questions with their partner to find the three differences between the two pictures.

Step 3 When they are finished talking about their pictures, ask the students to write the names of the three people that are doing different actions in the pictures. Check the answers together as a class.

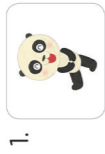
Unit 9 Mike is cooking.

name: _____ score: _____

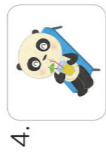
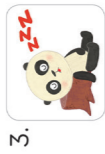
A Complete the puzzle.



DOWN



ACROSS



B Look and fill in the blanks.

- The grandpa is cooking.
- The grandma is eating.
- The brother is studying.
- The father is drawing.

Unit 9 • 19

20

C Look and write.

- What's he doing?

He's eating some food.
- What's she doing?

She's drinking some water.

D Unscramble and write.

- everybody / What / doing / is / ?
What is everybody doing?
- cooking / She / some food / is / .
She is cooking some food.
- laughing / is / My sister / .
My sister is laughing.

E Answer the question.



Unit 10

It's on the desk.

Speaking Task

Talking about where things are

Key Vocabulary

in / on / under / in front of / next to / behind

Key Expression

Where is my notebook?
It's on the desk.

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 preposition vocabulary for the unit (“behind,” “under,” “on,” “in,” “next to,” “in front of”) to the students. Describe where certain objects are in the classroom and ask the students to guess what they are.

Unit 10 **It's on the desk.**
Talking about where things are

Warm Up

A Listen and chant.

Where is it?
Where is it?
Where is my notebook?
On the desk, on the desk,
it's on the desk.

Where are they?
Where are they?
Where are my crayons?
Under the chair, under the chair,
they're under the chair.

B Chant again. Point where each thing is.

Think & Say
Try to find more items.
Where is the backpack?
[Sample Answer]
The backpack is on the bed.

Warm Up

- A** Have the students look at the picture. What can they see? What room do they think it is? Ask what the students have in their bedroom. Where is each object in their bedroom? 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 where each thing is when they say the words.
- Think & Say** Have the students try and find more items in the picture and say where each thing is. Ask them where the backpack is in the picture.

Start Up

A Listen and stick. Then, say.

1. in	2. on	3. under
4. in front of	5. next to	6. behind

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

Hurry up! We're late for math class!

Where's my notebook? Is it on the desk?

No, it isn't.

It's in your bag! Oh, thank you!

► Where's your notebook now?
[Sample Answers] It's on my desk.
It's in my backpack.

Unit 10 • 47

Start Up

- A** Play the recording for the students and ask them to place the word stickers (found on page 77) under each picture. Correct the answers as a class.
- 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 choose one of the flashcards (“next to”). Whichever students are standing near that flashcard are out. Keep playing until there is one student left.
- 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 try using different objects and prepositions 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's the pizza?
B: It's on the bench.
2. A: Where are the shoes?
B: They're under the tree.
3. A: Where's the robot?
B: It's next to the ball.
4. A: Where's the backpack?
B: It's in front of the bike.
5. A: Where's the spoon?
B: It's in the cup.

Speak Up

Pair
A Look and say.



B Listen and stick.

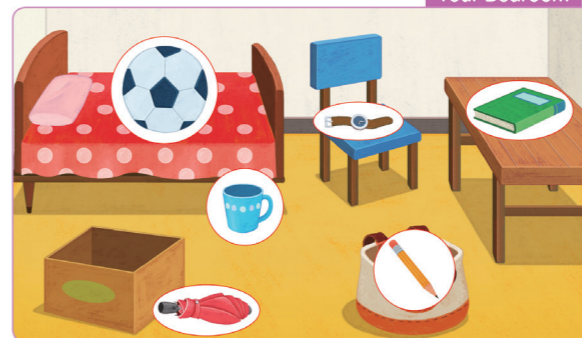


Where's the **ball**? It's **under the table**.

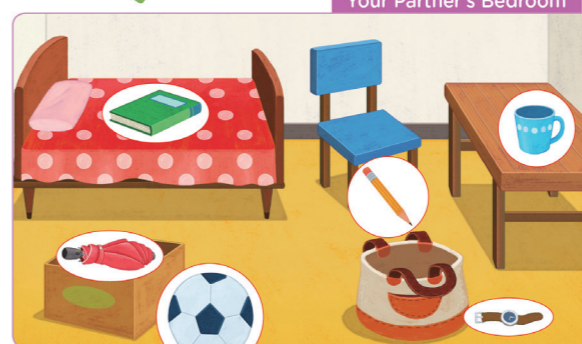
Speaking Playground

[Sample Answers]

Step 1 Stick six items in your bedroom. **Your Bedroom**



Step 2 Ask the questions and stick the items in your partner's bedroom. **Your Partner's Bedroom**



Where's the **book**? It's **on the bed**. What items are in the same place?

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 Ask the students to stand quietly outside of the classroom. Hide something small in the classroom. Tell the students to come into the classroom. Have them ask you, "Where's the (object)?" and then give them directions to find it (for example, "It's next to the window."). The first student to find the object is the winner. Once the object has been found, have the class ask the student who found it where the object is. (Class: "Where's the (object)?" Winning Student: "It's (preposition) (object).")

B Play the recording for the students and ask them to put the stickers (found on page 73) in the correct places. Check the answers together as a class.

Speaking Playground



Step 1 Ask the students to put six of the item stickers (found on page 75) on their picture.



Step 2 Have the students work with a partner. Tell them to ask and answer the questions with their partner and then to put the item stickers on the bottom picture based on their partner's answers. Once the students have finished, ask each pair which items they put in the same place.



Unit 10 It's on the desk.



name: _____ score: _____

A Look and match.

1.   behind

2.   on

3.   in

4.   under

B Look and fill in the blanks.



1. The umbrella is under the chair.
2. The backpack is next to the bed.
3. The ball is in front of the box.
4. The book is on the desk.

Unit 10 • 21

C Look and write.

1.  It's not on the desk.
Where is my pencil case?

2.  Where is my notebook?
It's in your bag!

D Unscramble and write.

1. are / Where / crayons / my / ?
Where are my crayons?
2. in front of / They / the backpack / are / .
They are in front of the backpack.
3. it / on / is / the desk / ?
Is it on the desk?

E Answer the question.

 Where is your backpack?

22

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 places

Key Vocabulary

supermarket / restaurant / shopping mall / library / movie theater / hospital / between A and B / across from

Key Expression

Where are you going?
I'm going to the library.

Introduction

Review the preposition “next to.” Ask the students what is next to the school. Introduce the words “between” and “across from.” Is the school between or across from any other buildings? Walk outside with the students or look out the window (or show them some photos of the street). What buildings or shops can the students see? Where is each place?

Unit

11

I'm going to the library.

• Talking about places

Warm Up

A Listen and chant. T44

Claire, Claire, where are you going?
Library, library, I'm going to the **library.**

Where's, where's, where's the **library**?
Next to, next to, it's **next to** the **movie theater.**

Nate, Nate, where are you going?
Restaurant, restaurant, I'm going to the **restaurant.**

Where's, where's, where's the **restaurant**?
Across from, across from, it's **across from** the **library.**

B Chant again. Point to the buildings when you hear them. T45 [Sample Answers]

It's **next to** the **restaurant.** /
It's **across from** the **movie theater.**

Think & Say

Where is the supermarket in the picture?

Start Up

A Listen and stick. Then, say. T46

1.
supermarket

2.
restaurant

3.
shopping mall

4.
library

5.
movie theater

6.
hospital

7.
between A and B

8.
across from

Pair

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

Hi, Alex! Where are you going?

I'm going to the new **movie theater.**

Where is it?

It's **between** the **library** and the **hospital.**

Is it a tall yellow building?

Yes, that's it!

▶ Where's your school?
[Sample Answers] It's **next to** the **library.**
It's **across from** the **restaurant.**

Warm Up

- A** Have the students look at the picture. What can they see? Where do they think Claire and Nate are going? 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 the buildings when they hear them.
- Think & Say** Ask the students where the supermarket is in the picture. Then ask them where the supermarket their family shops at is.

Start Up

- A** Play the recording for the students and ask them to place the word stickers (found on page 77) 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 “across from” at the top of their list. They'll tag the next student who will put “between A and B” under “across from.” The first team to put all the flashcards in alphabetical order is the winner.
- 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 try using different locations and prepositions 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.



- A: Where are you going?
B: I'm going to the shopping mall.
A: Where is it?
B: It's across from the supermarket.
- A: Where are you going?
B: I'm going to the restaurant.
A: Where is it?
B: It's next to the movie theater.
- A: Where are you going?
B: I'm going to the library.
A: Where is it?
B: It's between the hospital and the supermarket.

Speak Up

Pair
A Look and say.



B Listen and number.



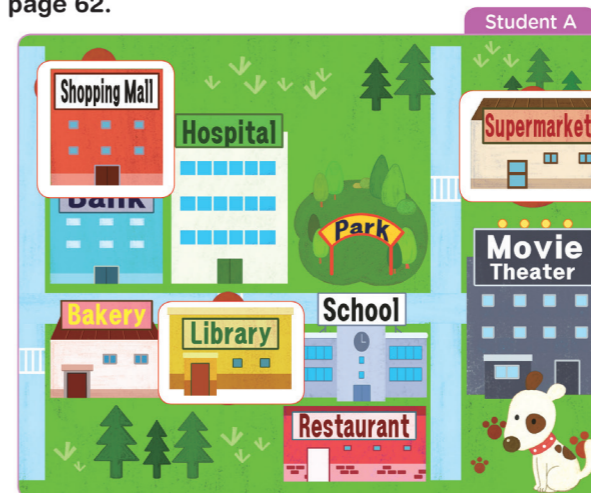
52

Speaking Playground

A dog walked on the map. What buildings are under its footprints?

Step 1

Choose Student A or Student B. Student B is on page 62.



library / supermarket / shopping mall

Step 2

Ask and answer the questions with your partner. Stick and complete your map.

Where's the library?

It's ...

Step 3

Compare your map to your partner's map.

Unit 11 53

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 question and answer sets.

Extra Idea Put the building flashcards on the board in two rows of three. Have two students stand at the back of the classroom. Ask each student which flashcard they want to get and where it is. ("Teacher: Where are you going?" Student A: "I'm going to the library." Teacher: "Where's the library?" Student A: "It's next to the hospital.") When you say "Go!" the students will race to the board and grab their flashcard. The first person to get back to the starting line after grabbing their flashcard is the winner. After the race, have the two students ask each other the questions.

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

Speaking Playground

Step 1 Have the students work in pairs. Ask Student A to look at the picture on page 53 and Student B to look at the picture on page 62.

Step 2 Tell the students to ask and answer the questions with their partner to find out what buildings are under the dog's footprints. Have them put the correct stickers (found on page 75) on each of the footprints.

Step 3 Ask each pair to compare their maps to make sure they are correct. Then review the answers together as a class.

I'm going to the library.

Unit 11

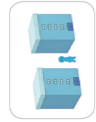
name: _____ score: _____

A Fill in the blanks. Then, find and circle the words.

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



library



between A and B



hospital



across from

B Look and fill in the blanks.

- Where's the movie _____ theater _____ ?
- I'm going to the shopping _____ mall _____ .
- Where's the supermarket _____ ?
- I'm going to the restaurant _____ .

Unit 11 • 23

C Look and write.



1. Where are you going?

I'm going to the movie theater.



2. Where is the movie theater?

It's next to the hospital.

D Unscramble and write.

- between / It's / and the toy store / the bank /
 ... It's between the bank and the toy store.
- across from / It's / the restaurant /
 ... It's across from the restaurant.
- the library / going to / I'm /
 ... I'm going to the library.

E Answer the question.



Where's the playground?

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

library
restaurant
cooking
drawing
talking
between
under

Look at the picture and practice.

1. What's he doing?
[Sample Answer] He's cooking.
2. ...
[Sample Question] Where's the bird?
[Sample Answer] It's on the table.

54

shopping mall
hospital
in front of
drinking
on
eating
next to

3. ...
[Sample Question] Where are you going?
[Sample Answer] I'm going to the restaurant.

Try this
Where's the cat?
What's it doing?
[Sample Answer] It's under the car. It's sleeping.

Unit 12 • 55

Review

Have the students look at the picture. What can they see? What is everyone doing? How many of the shops and buildings do the students have in their town? 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 Have the students work in pairs. Tell them to ask and answer the questions with their partner. Ask the class if they think that's a good place for the cat to sleep.

Show and Tell

Prepare

A Look and write.

- 
 Lucy and Tim are my best friends.
 We're at the library.
 restaurant / library / hospital
- 
 Lucy is drawing.
 studying / sleeping / drawing
- 
 Tim is drinking.
 eating / cooking / drinking
- 
 The cat is next to the backpack.
 on / under / next to
- 
 The dog is behind the ball.
 in / behind / in front of

B Listen and check.

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

56

[Sample Answers]

At the hospital



Adam Jenny

Jenny and Adam are my best friends.
 We're at the hospital.
 Jenny is drawing. Adam is talking.
 A cat and a dog are here, too.
 The cat is under the table.
 The dog is in the box.

Unit 12 • 57

It's your turn

- Write the name of the place.
- Choose Jenny and Adam and stick their names.
- Put the cat and the dog stickers on the picture.
- Write about the place and your friends.
- Show it to the class and tell about it.

Jenny and Adam are ...

[Sample Answers]

Tell me more!

😊 Listen to your friends and ask them the questions.

- Who are you in the picture?
I'm the girl wearing a dress.
- What are you doing?
I'm drinking.
- Do you like the place?
Yes, I do.

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** Tell the students to choose the place that their show and tell presentation will take place at.
- Step 2** Ask them to choose one of the girls and one of the boys in their show and tell picture to be Jenny and Adam. Tell them to put the name stickers (found on page 75) under the two people they chose.

- Step 3** Have them put the dog and cat stickers on the picture.

- Step 4** Tell the students to write about the place and their friends. Ask them include information about the place they are at, what their friends are doing, and where the cat and dog are.

- 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.

name: _____ score: _____

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



- rest a u rant
- libra r y
- ta l k ing
- dr a w ing

B Choose and fill in the blanks.

- The dog is **next to** the bike.
behind / next to
- The cat is **sleeping** under the car.
sleeping / eating
- The ball is **between** the flower and the tree.
between / across from
- He's **in front of** the supermarket.
in front of / in

Unit 12 • 25

C Look and circle.

- What's she doing?
 She's reading.
 She's laughing.
- What's she doing?
 She's cooking.
 She's drawing.
- Where's the dog?
 It's under the ball.
 It's behind the ball.
- Where is he?
 He's at the library.
 He's at the hospital.

D Unscramble and write.

- doing / is / she / What / ?
---What is she doing?---
- going / I'm / the supermarket / to / .
---I'm going to the supermarket.---
- are / at / We / the restaurant / .
---We are at the restaurant.---
- the hospital / going to / is / He / .
---He is going to the hospital.---

26

Review Test 1 • Unit 1~ Unit 4

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

- a b
- a b
- a b
- a b

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

- a I want a scarf. b I want a sandwich.
- a It's \$10. b It's very expensive.
- a I have three spoons. b I want a spoon.

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

- a How much is the scarf? b How much are the gloves?
- a How many forks do you have? b How many cups do you have?

64

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

- a b c
- a b c
- a b c

13. Listen and complete the dialog.

A: How much is this **umbrella**?
B: It's \$8.
A: It's **expensive**! How much is this umbrella?
B: It's \$3.
A: It's **cheap**. I'll take it!
Now, I still have \$2. I can buy **ice cream**!


Review Test 1 • 65

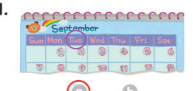



- a. I want rice.
b. I want fish.
- a. I want to drink juice.
b. I want to drink milk.
- a. I have two teapots.
b. I have two bowls.
- a. She wants a backpack.
b. She wants a watch.
- What do you want to eat?
- How much is the raincoat?
- How many spoons do you have?
- They're \$5.
- I have four cups.


- G: What do you want?
B: I want chicken and juice.
- M: How many plates do you have?
W: I have three plates.
- G: What do you want for your birthday?
B: I want a watch and sunglasses.
- B: How much is this umbrella?
W: It's \$8.
B: It's expensive! How much is this umbrella?
W: It's \$3.
B: It's cheap. I'll take it!
Now, I still have \$2. I can buy ice cream!


Review Test 2 • Unit 5~ Unit 8


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

1.  a. Monday b. Tuesday

2.  a. It's talking. b. It's sleeping.


3.  a. 8:15 b. 8:50

4.  a. I go to school. b. I go to bed.

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


5. It's Friday. It's time for English class.
a. I play soccer today. b. It's six ten.


7. I get up at 7. I go to bed at 10.


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


8. What do you do on Saturday?
a. When do you read books?


9. What time is it?
a. When do you eat breakfast?

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

10. 

11. 

12. 


13. Listen and complete the dialog. 

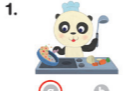
A: What time is it?
B: It's one fifteen.


A: It's time for music class.
B: After that, we go home!
A: What do you do after school?
B: I do my homework. How about you?
A: I play baseball. It's my favorite sport!


66 Review Test 2 • 67


Review Test 3 • Unit 9~ Unit 12


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

1.  a. It's talking. b. It's sleeping.

2.  a. It's in front of the box. b. It's behind the box.


3.  a. I'm going to the hospital. b. I'm going to the library.

4.  a. I'm between the supermarket and the library. b. I'm across from the shopping mall.


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

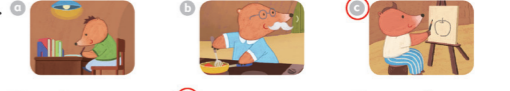
5. She's cooking dinner. It's on the bed.
a. They're in the kitchen. b. He's sleeping.


7. It's under the table. It's across from the supermarket.

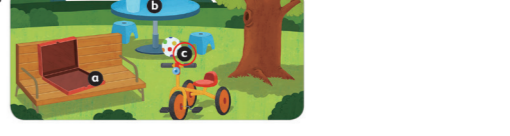
[8-9] Listen and circle the correct questions. 


8. Where's my notebook? Where are you going?
a. Where are my crayons? b. What's he doing?

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

10. 

11. 

12. 

13. Listen and complete the dialog. 

A: What's Mom doing?
B: She's talking on the phone.

A: I can't find my socks. Where are they?
B: They're next to your bed.

A: Oh, here they are.

A: I'm bored. Let's go to the movie theater.

B: Great. Let's go!

68 Review Test 3 • 69



- 1 a. It's Tuesday.
b. It's Thursday.
- 2 a. It's nine forty.
b. It's nine twenty.
- 3 a. It's eight fifteen.
b. It's eight fifty.
- 4 a. I go to bed.
b. I go to school.
- 5 What day is it today?
- 6 What time is it?
- 7 When do you get up?
- 8 I read comic books.
- 9 I eat breakfast at seven o'clock.
- 10 M: When do you go on a picnic?
G: I go on a picnic on Sunday.
- 11 M: What time is it now?
B: It's one thirty.
- 12 W: What do you do after dinner?
B: I take a shower.
- 13 B: What time is it?
G: It's one fifteen.
B: It's time for music class.
G: After that, we go home!
A: What do you do after school?
B: I do my homework. How about you?
G: I play baseball. It's my favorite sport.



- 1 a. The panda is cooking.
b. The panda is talking.
- 2 a. The cat is in front of the box.
b. The cat is behind the box.
- 3 a. I'm going to the hospital.
b. I'm going to the library.
- 4 a. I'm between the supermarket and the library.
b. I'm across from the shopping mall.
- 5 What's Sue doing?
- 6 Where's the book?
- 7 Where's the restaurant?
- 8 It's in your backpack.
- 9 I'm going to the shopping mall.
- 10 G: What's he doing?
B: He's drawing.
- 11 G: Where are you going?
B: I'm going to the movie theater.
- 12 G: Where is it?
B: It's under the table.
- 13 B: What's Mom doing?
G: She's talking on the phone.
B: I can't find my socks. Where are they?
G: They're next to your bed.
B: Oh, here they are.
G: I'm bored. Let's go to the movie theater.
B: Great. Let's go!