

Everyone

Speak!

Kids



Shows how
to do
activities

2

Build & Grow



Unit Components

Warm Up

Students naturally start learning key words and expressions through cheerful songs and chants. Students enhance their memory by relating key words and expressions to lively actions.

Start Up

Key words and expressions are presented in context. Students listen to key words and place word stickers under corresponding pictures. Also, they can role-play the conversation used in the cartoon.

Unit 3 **Does he have glue?**

Warm Up

A Listen and chant.

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.

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.

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

Start Up

A Listen and stick. Then, say.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

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

Do you have crayons? No, I don't. Alex has crayons.
Great! Does he have a ruler? Yes, he does.
Excellent! Does he have scissors, too? I think so.
Do you have anything at all? I have nothing.

What does Maya have on her desk?

Unit 3 • 15

Speak Up

This section consists of a speaking and listening activity. Students build speaking fluency by substituting words in key expressions. Students then listen to short conversations to check their understanding of the key words and expressions.

Speak Up

A Look and say.

Does she have a notebook? Yes, she does.
Does she have crayons? No, she doesn't.

B Listen and draw lines.

1. Julie
2. Olivia
3. Brian
4. Jack

Does Julie have glue? Yes, she does.

Speaking Playground

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

Student A

Does Emily have an eraser? Yes, she does.

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

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

Unit 3 • 17

Speaking Playground

Students use key expressions to complete fun and interesting tasks. These tasks allow students to gain speaking confidence by interacting with their peers. The ability to personalize their answers also gives students a greater familiarity with the language they have learned.



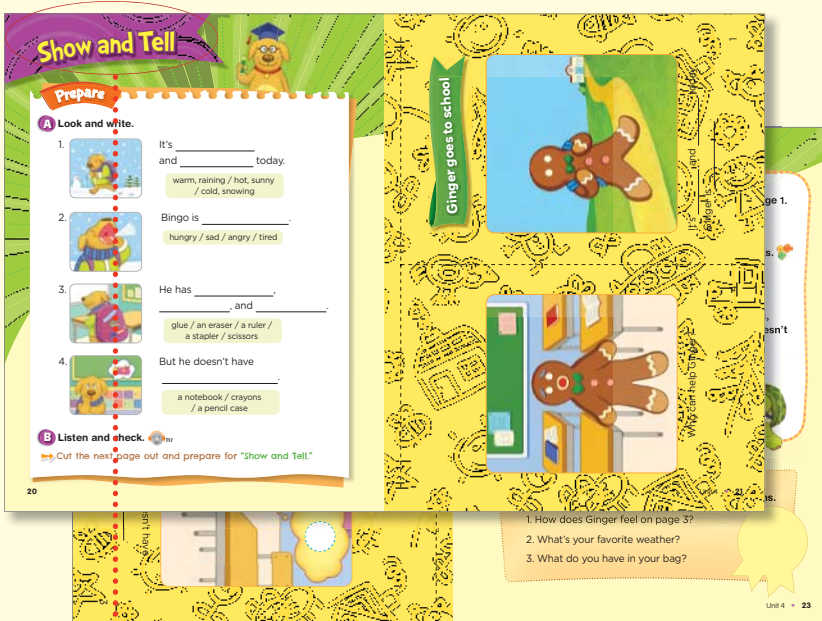
Hybrid CD (MultiRom)

The CD-Rom contains exciting games filled with key words and expressions, and entertaining cartoons to accompany the songs and chants from *Everyone, Speak! Kids*. It also includes listening activity audio files.



Review

Engaging pictures and exciting games help students recall and further practice key words and expressions from previous units.



What is Show and Tell?

Show and tell teaches public speaking skills by letting students show an audience something and telling them about it.



Show and Tell

This section consists of three parts: "Prepare," "It's your turn," and "Tell me more."

Prepare Students complete sentences to help them get ready to create their own show and tell presentation.

It's your turn Students put stickers or draw pictures, and then fill in the blanks on the specially designed, removable Show and Tell page. Students can use their creativity to personalize their show and tell presentation.

Tell me more Students listen to their classmates' presentations, and participate by asking follow-up questions.

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Unit 1

How are you?

• Talking about feelings

Warm Up

A Listen and sing.  T02

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!**



Think & Say
 How are you? What animal are you in the picture?

B Sing again. Make your own gestures for the feelings.  T03

A Listen and stick. Then, say.  T04

1.  <input type="text"/>	2.  <input type="text"/>	3.  <input type="text"/>	4.  <input type="text"/>
5.  <input type="text"/>	6.  <input type="text"/>	7.  <input type="text"/>	8.  <input type="text"/>

Pair B Listen and say. Then, role-play the conversation.  T05



► Why is the baby crying?

Pair

A Look and say.



B Listen and check.  T06 

1.  

2.  

3.  

4.  



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.

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.



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

A Listen and stick. Then, say.  T09

1.  <input type="text"/>	2.  <input type="text"/>	3.  <input type="text"/>	4.  <input type="text"/>
5.  <input type="text"/>	6.  <input type="text"/>	7.  <input type="text"/>	8.  <input type="text"/>

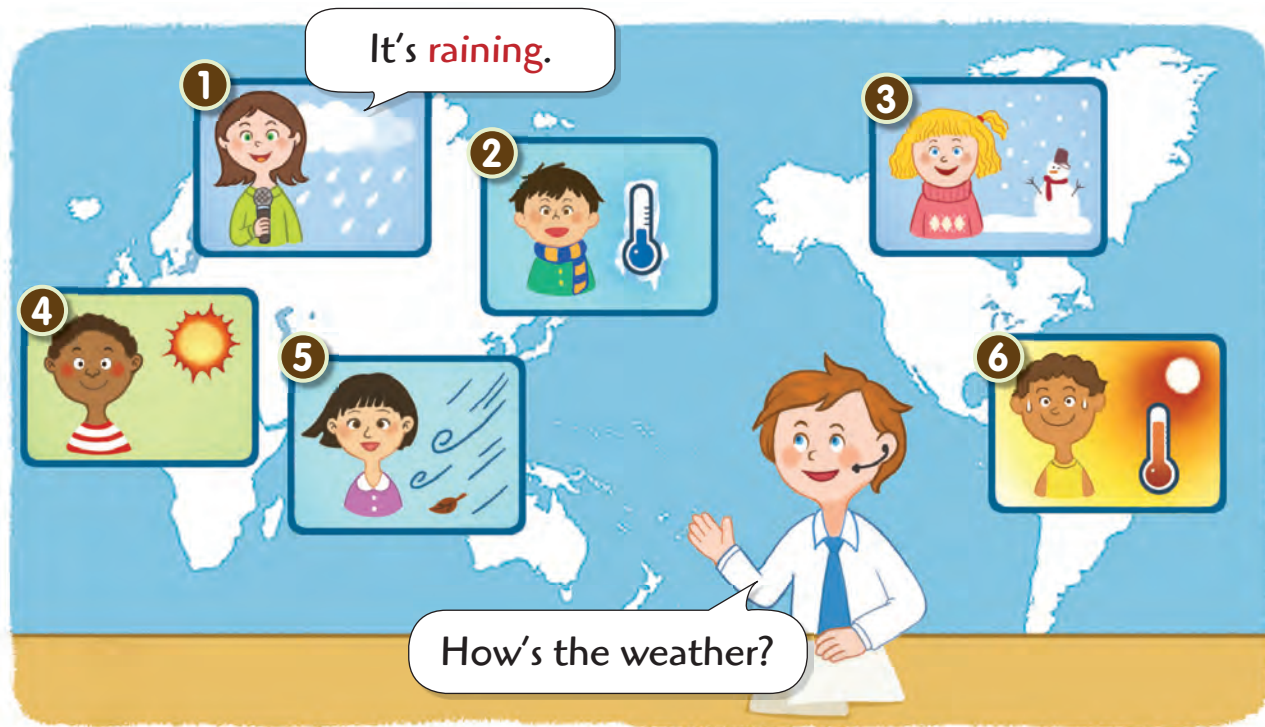
Pair **B** Listen and say. Then, role-play the conversation.  T10



► Why are Marco's clothes all wet?

Pair

A Look and say.



B Listen and number.



How's the weather?



It's hot and sunny.

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 ...!

Does he have glue?

• Talking about classroom items

Warm Up

A Listen and chant. 

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.











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?

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

A Listen and stick. Then, say. 

1.  <input type="text"/>	2.  <input type="text"/>	3.  <input type="text"/>	4.  <input type="text"/>
5.  <input type="text"/>	6.  <input type="text"/>	7.  <input type="text"/>	8.  <input type="text"/>

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



► What does Maya have on her desk?

Pair

A Look and say.

Does she have a **notebook**?

Does she have **crayons**?

Yes, she does.

No, she doesn't.

B Listen and draw lines.



has = → doesn't have ⇐

- Julie
- Olivia
- Brian
- Jack



Does Julie have glue?

Yes, she does.



Speaking Playground

Step 1

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

Student A



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.



Look at the picture and practice.

1. How are you?

...

2. ...

It's cold and snowing.

3. Does Jake have a notebook?

...

Try this
How does the cat feel in each picture?
is hap

Show and Tell



Prepare

A Look and write.



It's _____
and _____ today.

warm, raining / hot, sunny
/ cold, snowing



Bingo is _____.

hungry / sad / angry / tired



He has _____,
_____, and _____.

glue / an eraser / a ruler /
a stapler / scissors



But he doesn't have
_____.

a notebook / crayons
/ a pencil case

B Listen and check. T17

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

Ginger goes to school



It's _____ and _____ today.
Ginger is _____.



Who can help Ginger?

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." T19

Think & Say

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

A Listen and stick. Then, say. T20

1.  <input type="text"/>	2.  <input type="text"/>	3.  <input type="text"/>	4.  <input type="text"/>
5.  <input type="text"/>	6.  <input type="text"/>	7.  <input type="text"/>	8.  <input type="text"/>

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



► What does Lily do in her band?

Pair

A Look and say.



Can you play the **piano**?

Yes, I **can**. I **can** play the **piano**.

B Listen and match.



1.



2.



3.



4.



Can you play the **tambourine**?

No, I **can't**.

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.

Name:

Name:

Name:

Name:

Name:

What sport do you like?

• Talking about sports

Warm Up

A Listen and chant.

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!



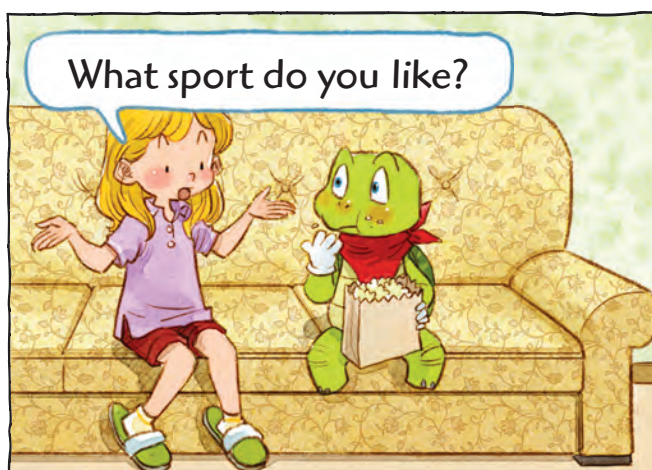

Think & say
 Can you play tennis?

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

A Listen and stick. Then, say.

1.  <input type="text"/>	2.  <input type="text"/>	3.  <input type="text"/>	4.  <input type="text"/>
5.  <input type="text"/>	6.  <input type="text"/>	7.  <input type="text"/>	8.  <input type="text"/>

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

 <p>Do you like tennis, Boogie? No, I don't.</p>	 <p>What about basketball? Basketball is boring!</p>
 <p>What sport do you like? I like swimming!</p>	 <p>Do you like swimming, too?</p>

Pair

A Look and say.

Join Now!

1. Basketball 2. Skiing 3. Ice skating
4. Badminton 5. Swimming 6. Soccer

What sport do you like?

I like **basketball**.
Basketball is fun.

B Listen and check. T27

1. 2.

3. 4.

What sport do you like?

I like **skiing**.



Speaking Playground

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.

1

2

3

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!**



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

B Chant again. Do all the actions. T29

A Listen and stick. Then, say. T30

1. 	2. 	3. 	4. 
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5. 	6. 	7. 	8. 
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

<p>What do you like to do after school?</p>	<p>I like to draw pictures.</p> <p>Me, too! I like to draw my puppy.</p>
<p>How about you, Boogie?</p>	<p>I like to take a nap.</p> <p>That's not a hobby, Boogie!</p>

▶ What do you like to do after school?

Pair

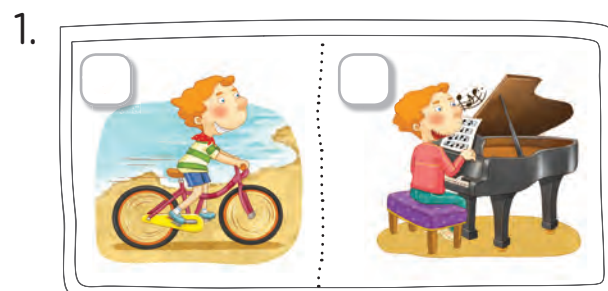
A Look and say.



What do you like to do?

I like to **sing songs**.

B Listen and check.  T32 



What do you like to do?

I like to **ride my bike**.



Speaking Playground

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!

 <p>_____</p> <p>_____</p> <p>_____</p>	 <p>_____</p> <p>_____</p> <p>_____</p>
 <p>_____</p> <p>_____</p> <p>_____</p>	 <p>_____</p> <p>_____</p> <p>_____</p>

What do you like to do?

I like to **read books**.

I like to **draw pictures**.
How about you?





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**.

- 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.

Show and Tell



Prepare

A Look and write.



I like _____.

badminton / soccer /
basketball / skating



I also like to _____

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. T33

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

[Sample Answers]



My new pen pal

Hello! How are you?

I like _____.

I also like to _____.

Can you play the _____?

I can play the _____.

I hope we can be good friends! Bye.

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!



Listen to your friends and ask them the questions.

1. Where is your pen pal from?
2. Do you want to meet your pen pal?
3. What do you want to do with your pen pal?

• Describing a house

Warm Up

A Listen and sing. T34

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**.



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**.

B Sing again. Change the words. T35

- kitchen ➔ bathroom
- bedroom ➔ attic

Think & Say

Where is your favorite place in your home?

A Listen and stick. Then, say. T36

1.  <input type="text"/>	2.  <input type="text"/>	3.  <input type="text"/>	4.  <input type="text"/>
5.  <input type="text"/>	6.  <input type="text"/>	7.  <input type="text"/>	8.  <input type="text"/>

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



► Where is Marco?

Pair

A Look and say.



B Listen and stick.



Where is he?

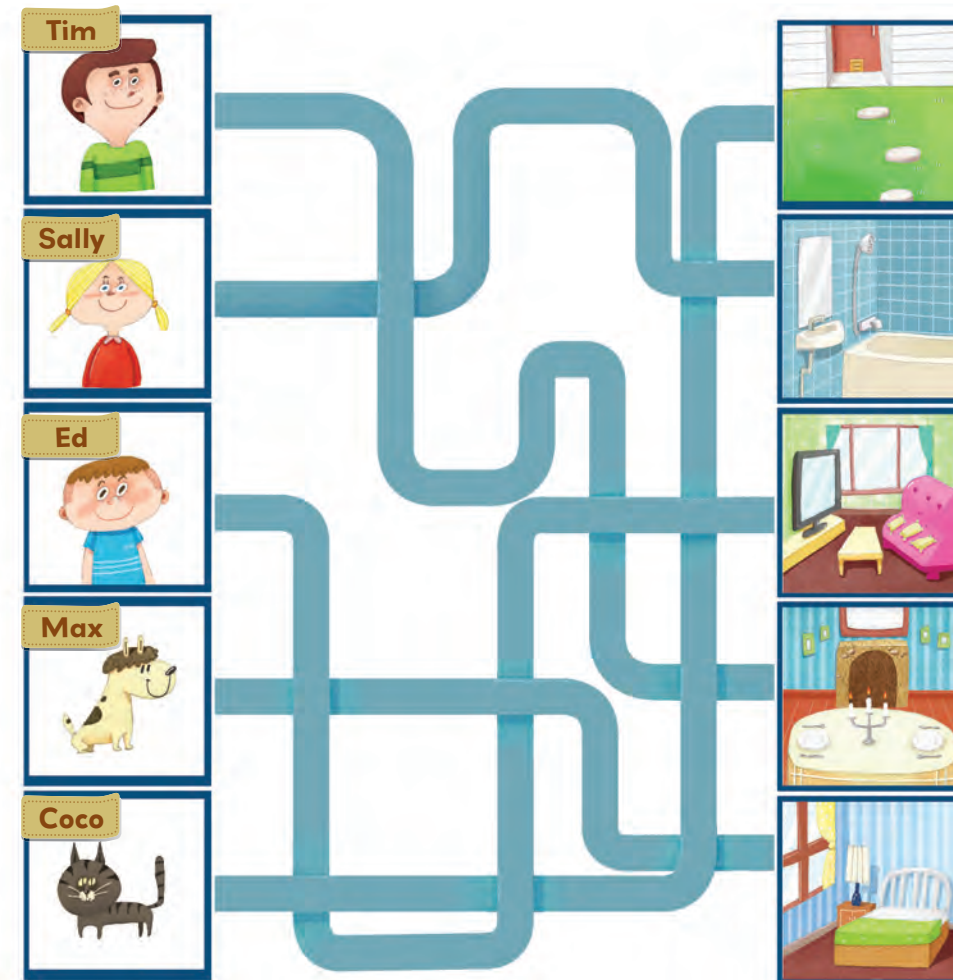


He's in the bathroom.

Speaking Playground

Step 1

Follow the lines. Find out where everybody is.



Step 2

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



• Describing people

Warm Up

A Listen and chant.

What does Tom look like?
He's **tall**. He's **tall**. He's very **tall**!
What does Pam look like?
She's **pretty**. She's **pretty**.
She's very **pretty**!

What does Dan look like?
He's **old**. He's **old**. He's very **old**!
What does Ann look like?
She's **young**. She's **young**.
She's very **young**!



Tom



Pam

Dan

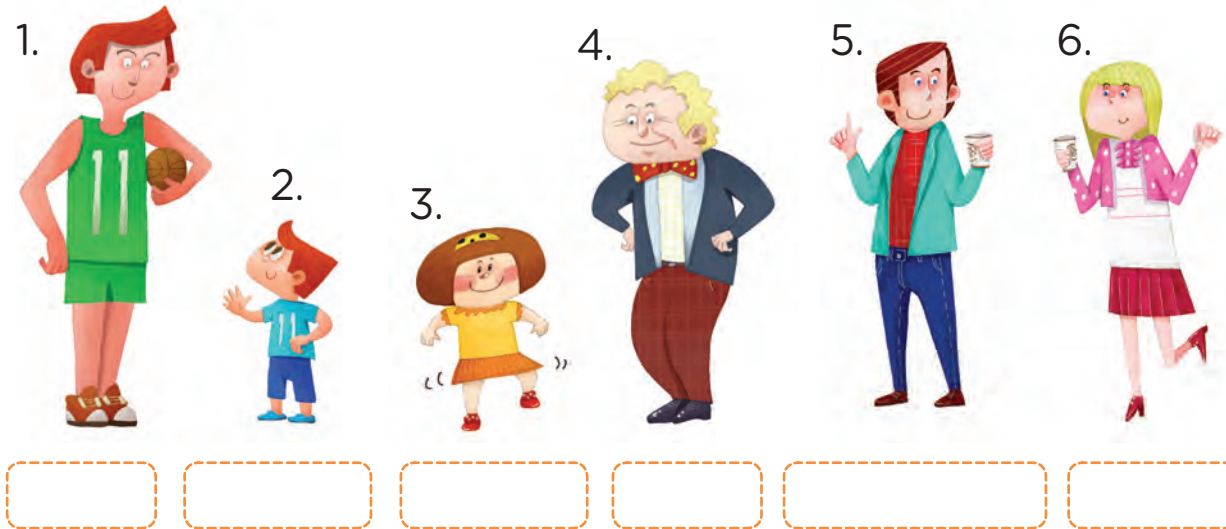
Ann

Think & Say

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

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

A Listen and stick. Then, say.



Pair

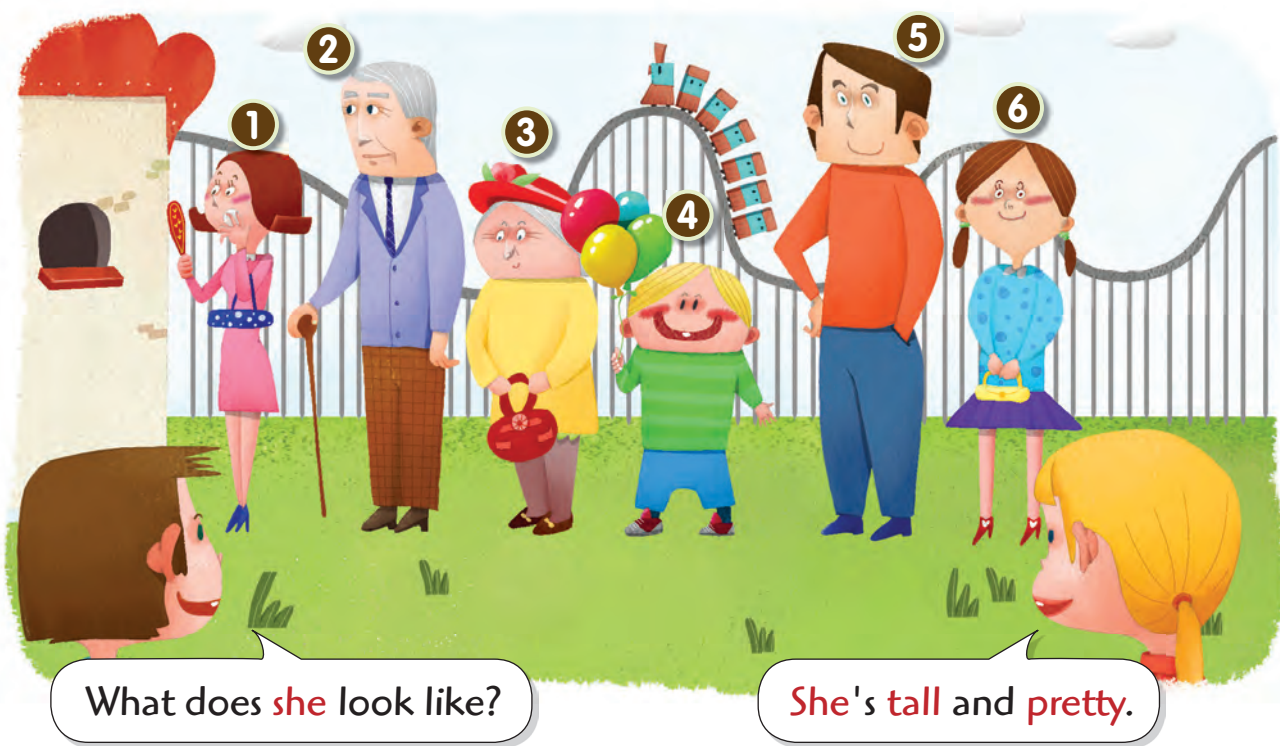
B Listen and say. Then, role-play the conversation.



► What does Boogie look like?

Pair

A Look and say.



What does **she** look like?

She's **tall** and **pretty**.

B Listen and number.  T43 



What does she look like?

She's **short**.

Speaking Playground

Step 1

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

Student A



Step 2

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

What does **Onion** look like?

He's **old** and **short**.



Step 3

Which vegetables are different in your partner's picture? Write.

• 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?

A Listen and stick. Then, say.

- 
- 
- 
- 
- 
- 
- 
- 

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



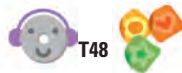
► What are Lily and Alex wearing?

Pair

A Look and say.



B Listen and stick.



Speaking Playground

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!



Unit **12**

Review

Unit 9~Unit 11



Look at the picture and practice.

1. ...?

He's in the attic.

2. What does Tony's dad look like?

...

3. What's Tony's mom wearing?

...

Try this
Where are the beds in Tony's house?

Show and Tell



Prepare

A Look and write.



1. This is Lisa's house. She's in the _____.

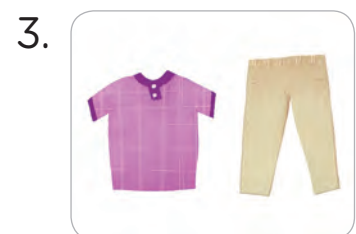
bathroom / kitchen / living room



2. She's _____.

young / old

tall / short



3. She's wearing _____.

a T-shirt / a jacket / pants / shorts

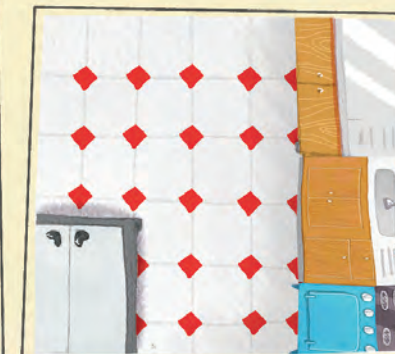
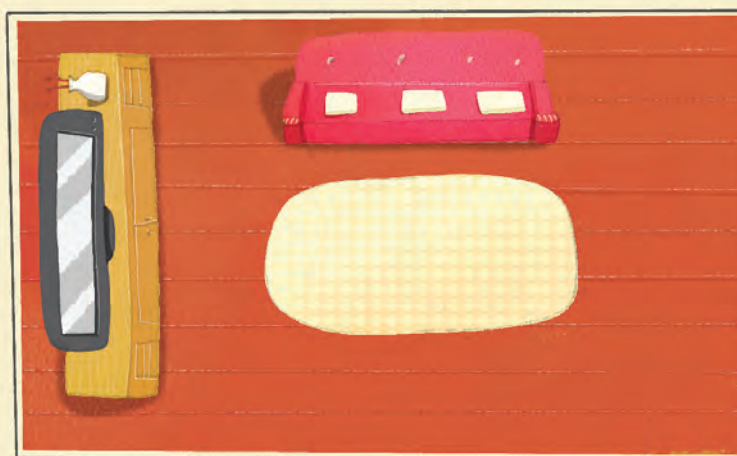


4. She's _____.

handsome / pretty

B Listen and check. T49

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



_____ 's house

Hello, everyone!

This is **Dan** 's house.

He's/She's in the _____.

He's/She's **young** and _____.

He's/She's wearing _____

and **shorts** _____.

He's/She's _____.

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 ...



Tell me more!

 **Listen to your friends and ask them the questions.**

1. How old is he/she?
2. What is he/she doing there?
3. What color are his/her clothes?.

Speaking Playground

Step 1 Choose student A or student B. Student A is on page 17.

Student B



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

Does **Daniel** have an eraser?

Yes, he **does**.

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

Speaking Playground

Step 1 Choose student A or student B. Student A is on page 49.

Student B



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

What does **Onion** look like?

He's **old** and **short**.



Step 3 Which vegetables are different in your partner's picture? Write.

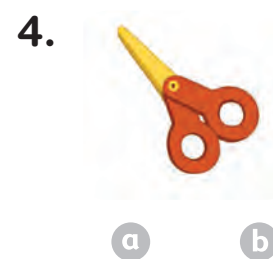
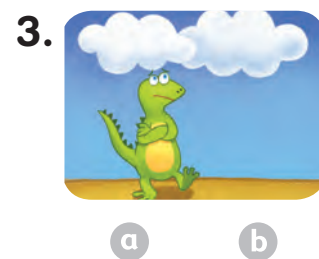
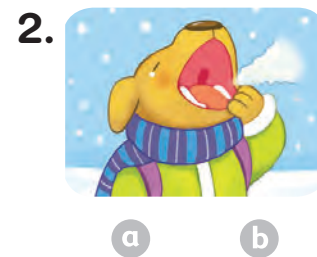
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Supplementary Material



Review Test 1 • Unit 1 ~ Unit 4

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



[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.

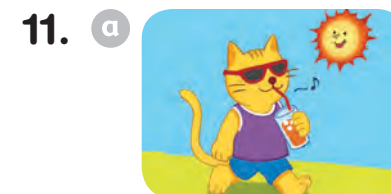
7. a Yes, he does.
b No, she doesn't.

[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

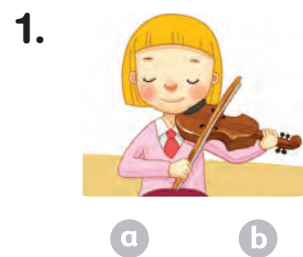


13. Listen and complete the dialog.  T54

-  : How are you, Rob?
 : I'm _____.
 : Let's play soccer with Tom.
 : Does he _____ a soccer ball?
 : Yes, he _____.
 : How's the weather?
 : It's _____ and sunny. Let's go!

Review Test 2 • Unit 5 ~ Unit 8

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



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

5. a No, I can't.
b No, I don't.

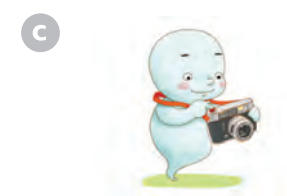
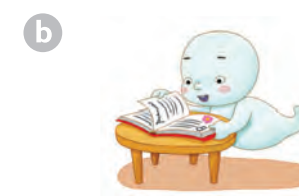
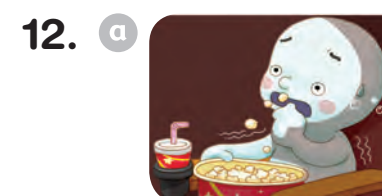
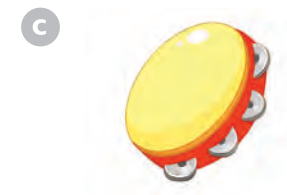
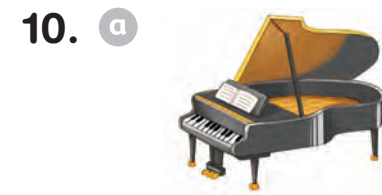
6. a Yes, I do.
b I like swimming.

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 Can you play the flute?
9. a What do you like to do?
b Do you have a bike?

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



13. Listen and complete the dialog.  T59

-  : Emma, what do you like to do?
 : I like to _____ books.
 : What _____ do you like?
 : I like to play tennis. Can you play tennis?
 : No, I _____. But I like to play badminton.
 : Me, too!
 : Let's play _____ together.

Review Test 3 • Unit 9~ Unit 12

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



a b



a b



a b



a b

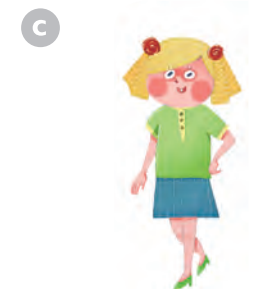
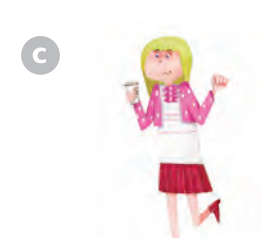
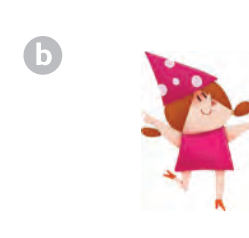
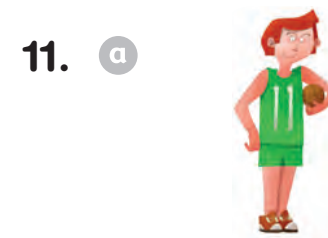
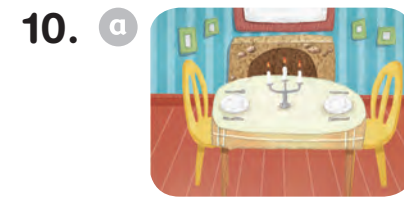
[5-7] Listen and circle the correct responses.  T61

5. a He's my brother. 6. a She's very pretty.
 b He's in the bedroom. b 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? 9. a What's Josh wearing?
 b Where's Jane? b What does Josh look like?

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



13. Listen and complete the dialog.  T64

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