

Everyone



Not For Sale

Speak!



1

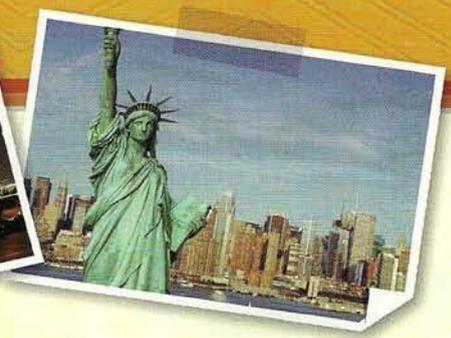


Build & Grow[®]

Hybrid CD Included

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Supplementary Material

- Review Test 1, 2, 3

58 ~ 63



Unit Components

Conversation

Getting Ready

This task prepares students by previewing the unit's language and ideas.

Speaking Practice

A combined speaking and listening activity familiarizes students with the unit's communication structures. The speaking activity involves asking and answering questions with a partner.

Pair work

Students practice a simple model dialogue with a partner using the unit's key vocabulary and expressions.

Conversation

Students practice a functional dialogue with a partner. Additional speaking cards allow students to gain a better understanding of the vocabulary and expressions being used.

Communication Task

Students build fluency and speaking confidence by using the key vocabulary and expressions they have learned to complete fun and interesting tasks.

Unit 9 I Love This Book
Conversation: Talking about a book you're reading

Getting Ready

A. Write the correct kind of book under each book cover.

1. *Lion and Mouse* (romance) 2. *LINCOLN* (adventure) 3. *Shakespeare in Love* (adventure)

4. *Beauty and the Beast* (fairy tale) 5. *Thomas & Friends* (fantasy biography) 6. *Red Riding Hood* (fable)

7. *Anna Karenina* (romance) 8. *War and Peace* (adventure) 9. *The Hobbit* (fantasy)

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19. *Anna Karenina* (romance) 20. *War and Peace* (adventure) 21. *The Hobbit* (fantasy)

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25. *Anna Karenina* (romance) 26. *War and Peace* (adventure) 27. *The Hobbit* (fantasy)

28. *Anna Karenina* (romance) 29. *War and Peace* (adventure) 30. *The Hobbit* (fantasy)

B. Pair work. Practice the conversation with your partner using the words above.

A: What kind of books do you like?
B: I like fantasy/adventure/adventure/mystery books.
What do you like?
A: I like fables/biographies.

Speaking Practice

A. Pair work. Choose a book you want to read below and talk about it with your partner.

Charlie and the Chocolate Factory (fantasy) *The Adventures of Tom Sawyer* (adventure) *The Little Prince* (fable)

Which book would you like to read? Why do you want to read it?
I'd like to read *The Adventures of Tom Sawyer* because I like adventure books.

B. Listen. Check (✓) the correct information.

The book *Kate* read: *Charlie and the Chocolate Factory*
 The Adventures of Tom Sawyer
 The Little Prince

Kate's favorite part: The part where the characters get in the glass elevator
 The part where the characters visit the chocolate room
 The part where Violet turns into a giant blueberry

What's your favorite book? Why do you like it? Who are the main characters? Talk about your favorite book with your partner.

Conversation

A. Listen and repeat the conversation. Then use the speaking cards to practice it with your partner.

A: What's your favorite book?
B: My favorite book is *Harry Potter and the Sorcerer's Stone*.
A: What kind of book is it?
B: It's an fantasy book.
A: Who are the main characters?
B: The main characters are Harry, Ron, and Hermione.
A: What's the story about?
B: It's about a young boy who is a wizard.
A: It sounds really interesting!

Best Sellers

Matilda (fantasy book)
Matilda and Miss Honey (a little girl who has a special ability)
The Lord of the Rings: The Fellowship of the Ring (adventure book)
Frodo, Gollum, and Sauron (Robots and an evil ring)
Charlotte's Web (children's book)
Wilbur and Charlotte (a pig and a spider's friendship)

B. Pronunciation. Listen and repeat.

Words: fable, mystery, biography, adventure
Sentence: It's about a young boy who is a wizard.

Communication Task

Pair work. Summarize a book you recently read using the chart below. Then tell your partner about the book.

Be a Critic

Title: _____
Kind of story: _____
Character: _____
Rating: ☆ ☆ ☆ ☆

What You Thought about the Book

- The story wasn't very interesting.
- It was interesting and fun.
- It looked like a funny story, but it wasn't.
- It ended with a wonderful surprise.
- I couldn't stop crying.
- It was a touching story. You must read it.
- It was hard to understand.

Answers

A: I read a book called *The Giving Tree* this weekend.
B: What kind of book is it?
A: It's a fable. The main characters are a tree and a boy.
B: It sounds cool. Would you recommend it?
A: Yes. It was a touching story. You must read it.
B: No. The story wasn't very interesting.



Hybrid CD(MultiROM)

The CD-ROM contains audio files of the dynamic dialogues and speeches from *Everyone, Speak!* along with fun speaking flash activities.

Presentation

Getting Ready

This task prepares students for their presentation by previewing its basic components.

Presentation Practice

A sample presentation with corresponding listening and speaking activities teaches students how to prepare their own presentation.

Speaking Skill

This section suggests possible speaking points about each unit's topic that the students can use during their presentation.

Tip!

This section contains easy - to - remember advice to help students improve their public speaking skills.

Presentation Workshop

Step 1 Students organize their presentation by answering questions designed to help them create a strong speech using their own ideas. An idea box on the next page provides extra vocabulary and expressions to bolster students' creativity.

Step 2 Students write their presentation using their answers from the previous page and then present it to their classmates. Classmates are encouraged to ask questions about the presentation.

Unit
10
Presentation

My Favorite Character

Preparing your favorite character

Presentation Practice

Getting Ready

A. Look at the pictures. Then write the correct information for each character.

Favorite Characters

- Character's name: Bo
- The movie he's in: Bo
- His appearance: big, fat panda
- His personality: funny
- His ability: he can do kung fu



B. Pair work ... Ask and answer the questions about Andy's presentation with your partner.

- Who is Andy's favorite character?
 He is Shrek.
- What does the character look like?
 He is big and fat and has green skin.

Speaking Skill

When you describe your favorite character, you can:

- say the character's name
- say what movie, book, or TV show he/she is in
- talk about how she looks like
- describe what his/her personality is like
- talk about special things he/she can do
- talk about who you like the character

Presentation Workshop

Step 1 Present your favorite character. Answer the questions about your favorite character.

- Who is your favorite character?
 My favorite character is _____.
- What movie, book, or TV show is your favorite character in (on)?
 He/She is in (on) a _____ called _____.
- What is the character?
 He/She is (an) _____.
- What does your favorite character look like? (Appearance)
 He/She is _____ and has _____.
- What is your favorite character like? (Personality)
 He/She is _____.
- What can your favorite character do? (Ability)
 He/She can _____.
- Why do you like your favorite character?
 I like _____ because he/she _____.

My Favorite Character

My favorite character is _____ He/She is (on) a _____ called _____ He/She is (an) _____ He/She is _____ and has _____ He/She can _____ I like _____ because he/she _____

Idea Box

- Who the character is: SpongeBob, Harry Potter, Nemo, Bart Simpson.
- What the character is: a sponge, a young man, a boy wizard, a boy fish.
- Appearance: pretty, cute, little, long, blond hair, big blue eyes, wear glasses.
- Personality: energetic, fun, exciting, social, strong, clever, friendly.
- Ability: rap, dance, jump, roll around, transform into a big robot, climb a wall, draw well, do magic spells.

Step 2 Write your presentation using your answers from page 44.

Tip! When you give a presentation, thank everyone for listening before you begin speaking.

My Dream Job

My Favorite Teacher

All About Me

Write your speaking points for your presentation.

Presentation Card

Presentation Card

Students can write down key ideas before their presentation on the Presentation Card. This will allow them to feel more confident when speaking and help them to make stronger presentations.

Presentation

Getting Ready

This task prepares students for their presentation by previewing its basic components.

Presentation Practice

A sample presentation with corresponding listening and speaking activities teaches students how to prepare their own presentation.

Speaking Skill

This section suggests possible speaking points about each unit's topic that the students can use during their presentation.

Tip!

This section contains easy - to - remember advice to help students improve their public speaking skills.

Presentation Workshop

Step 1 Students organize their presentation by answering questions designed to help them create a strong speech using their own ideas. An idea box on the next page provides extra vocabulary and expressions to bolster students' creativity.

Step 2 Students write their presentation using their answers from the previous page and then present it to their classmates. Classmates are encouraged to ask questions about the presentation.

Unit 10 My Favorite Character

Getting Ready

A. Look at the pictures. Then write the correct information for each character.

Favorite Characters

Character 1: Po the panda

- Character's name: Po
- The movie he's in: Kung Fu Panda
- His appearance: ...
- His personality: funny
- His ability: ...

Character 2: Remy the rat

- Character's name: Remy
- The movie he's in: Ratatouille
- His appearance: ...
- His personality: ...
- His ability: ...

Presentation Practice

A. Listen. Andy is talking about his favorite character. Fill in the blanks with the words from the box.

Hi, I'm Andy. My favorite character is ... He's in a movie called Shrek. He's a ... and fat, and has ... But he's also ... and brave. He was able to make friends with a ... He saved ... the dragon. I like Shrek because he's very ...

Speaking Skill

When you describe your favorite character, you can ...

B. Pair work Ask and answer the questions about Andy's presentation with your partner.

- Who is Andy's favorite character?
- Andy's favorite character is ...
- What does the character look like?
- He ... and ... and has ...

Presentation Workshop

Step 1 Present your favorite character. Answer the questions about your favorite character.

- Who is your favorite character?
My favorite character is ...
- What movie, book, or TV show is your favorite character in?
He/She is in a ... called ...
- What is the character?
He/She is a(n) ...
- What does your favorite character look like? (Appearance)
He/She is ... and has ...
- What is your favorite character like? (Personality)
He/She is ...
- What can your favorite character do? (Ability)
He/She can ...
- Why do you like your favorite character?
I like ... because he/she ...

Idea Box

- Who the character is: Scooby-Doo, Harry Potter, Nemo, Ben & Holly.
- What the character is: a sponge, a young man, a boy wizard, a boy hero.
- Appearance: curly, cute, little, big, blind, long, big eyes, wear glasses.
- Personality: energetic, fun, exciting, smart, strong, brave, funny.
- Ability: tap, dance, jump, roll around, transform into a big robot, climb a wall, dance well, do magic spells.

Step 2 Write your presentation using your answers from page 44.

My Favorite Character

My favorite character is ... He/She is in a ... called ... He/She is a(n) ... He/She is ... and has ... He/She is ... He/She can ... I like ... because he/she ...

Tip! When you give a presentation, make eye contact with the listener before you begin speaking.

2 My Dream Job

2 My Favorite Teacher

2 All About Me

Presentation Card

Students can write down key ideas before their presentation on the Presentation Card. This will allow them to feel more confident when speaking and help them to make stronger presentations.

What's Your Name?

Conversation

Meeting new people

Getting Ready

A. Write the correct letters in the boxes.

Emma: Hi, I'm Emma. What's your name?

William: Nice to meet you, Emma.

Emma: Nice to meet you, too.

William: It's Smith.

Emma: How do you spell that?

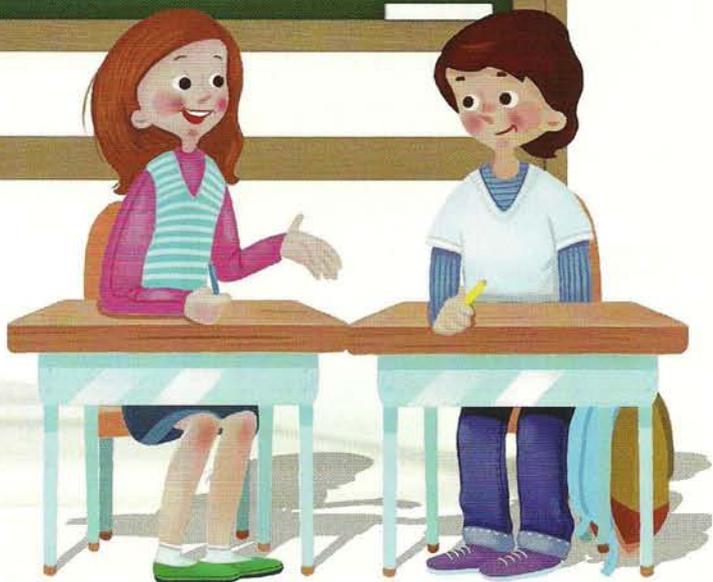
William:

Emma: What's your email address?

William:

Emma: That's a cool email address!

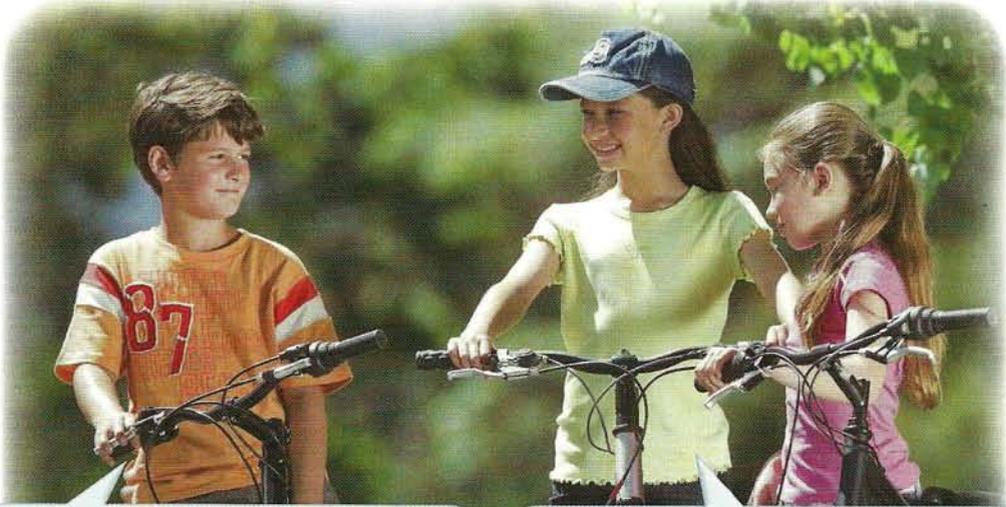
- a. What's your last name, William?
- b. S-M-I-T-H.
- c. My name is William.
- d. My email address is imgreat@ne.com.



B. **Pair work** _ Practice the conversation above with your partner. Use your own information.

Speaking Practice

A. Pair work _ Ask and answer the questions using the information below with your partner.



- First name: Tom
- Last name: Garcia
- Email: flytomars@st.com

- First name: Jessica
- Last name: Mars
- Email: emailme@st.com

A: What's your first name?

B: My first name is _____.

A: What's your last name?

B: My last name is _____.

A: What's your email address?

B: My email address is _____.

B. Listen _ Put an O in the boxes above if the information is correct.

Put an X if the information is incorrect.  T2



What's your teacher's email address? Ask your teacher.

• Teacher's email address: _____

Conversation

A. Listen and repeat the conversation. Then use the speaking cards to practice it with your partner.  T3

A: Hi, I'm ① Sarah. What's your name?
 B: I'm ② Shawn. It's nice to meet you, ① Sarah.
 A: It's nice to meet you, too.
 What's your last name, ② Shawn?
 B: It's ③ Wipple.
 A: How do you spell that?
 B: ③ W-I-P-P-L-E.
 A: What's your email address?
 B: It's ④ ilovecookies@dl.com.



- ① Ronald
- ② Emily
- ③ Mustard/M-U-S-T-A-R-D
- ④ nohomework@ts.com



- ① Owen
- ② Caroline
- ③ Walker/W-A-L-K-E-R
- ④ walkdontrun@go.com



- ① Ivan
- ② Robin
- ③ Friendly/F-R-I-E-N-D-L-Y
- ④ letsbefriends@np.com

B. Pronunciation _ Listen and repeat.  T4

| | | | | |
|----------|--------------------------------------|-------|------|-----------|
| Words | spell | first | name | friend•ly |
| Sentence | It's <u>nice</u> to <u>meet</u> you. | | | |

Communication Task

A. Group work _ Talk to three classmates. Write their information on the cards below.



• First name: _____ • Last name: _____
• Nickname: _____ • Email address: _____



• First name: _____ • Last name: _____
• Nickname: _____ • Email address: _____



• First name: _____ • Last name: _____
• Nickname: _____ • Email address: _____

B. Class work _ Discuss the questions below with your classmates.

- Who has the most interesting first name?
- Who has the most interesting nickname?
- Who has the most interesting email address?

Getting Ready

A. Match the correct pairs. Then fill in the blanks with the information.



Nina

My name is _____. I go to _____.

I'm in the _____ grade. I'm good at playing the piano, but I'm not good at _____.

My favorite things are _____ and _____!

name

school

grade

good at

not good at

favorite things

4th

playing the piano

Nina

writing stories

cake, the Eiffel Tower

Brookview Elementary School

Presentation Practice

A. Listen _ Carole is introducing herself to the class. Fill in the blanks with the words from the box.  T5

Hi, everyone! Please let me _____ myself.

My name is Carole. I go to St. Joseph Elementary

School, and I'm in the _____ grade. I'm good at

running and _____, but I'm

not good at _____. My favorite things are

_____, pepperoni pizza, and riding roller coasters.

I hope we'll be good _____. Thank you.

clouds friends 4th introduce playing soccer playing basketball



B. Pair work _ Ask and answer the questions about Carole's presentation with your partner.

1. What is Carole good at?

➔ She's good at _____ and _____.

2. What are Carole's favorite things?

➔ Her favorite things are _____, _____, and _____.

Speaking Skill

When you **introduce yourself**, you can

- greet everyone and tell them your name
- talk about your school and grade
- talk about what you are good at/not good at
- talk about your favorite things

Presentation Workshop



Step 1

Introduce yourself! Answer the questions about yourself.

1. What's your name?

➔ My name is _____.

2. What school do you go to?

➔ I go to _____.

3. What grade are you in?

➔ I'm in the _____.

4. What are you good at?

➔ I'm good at _____.

5. What are you not good at?

➔ I'm not good at _____.

6. What are your favorite things?

➔ My favorite things are _____.

Step 2

Write your presentation using your answers from page 12.

All About Me!

Hi, everyone! Please let me introduce myself. My name is _____.

1

I go to _____, and I'm in the _____.

2

3

I'm good at _____.

4

but I'm not good at _____.

5

My favorite things are _____.

6

I hope we'll be good friends. Thank you.

Idea Box

- **Things you're good at or not good at:** science, math, playing dodgeball, singing, remembering to do my homework, snowboarding, swimming, juggling...
- **Your favorite things:** stars, chocolate, milkshakes, sunshine, telling funny jokes, eating ice cream cake, sending text messages to my friends, playing my Nintendo DS...



Presentation to others _ Each person in the group takes turns speaking. The others listen. Each listener should ask the speaker one question.

Tip!

When you give a presentation, speak slowly and clearly.

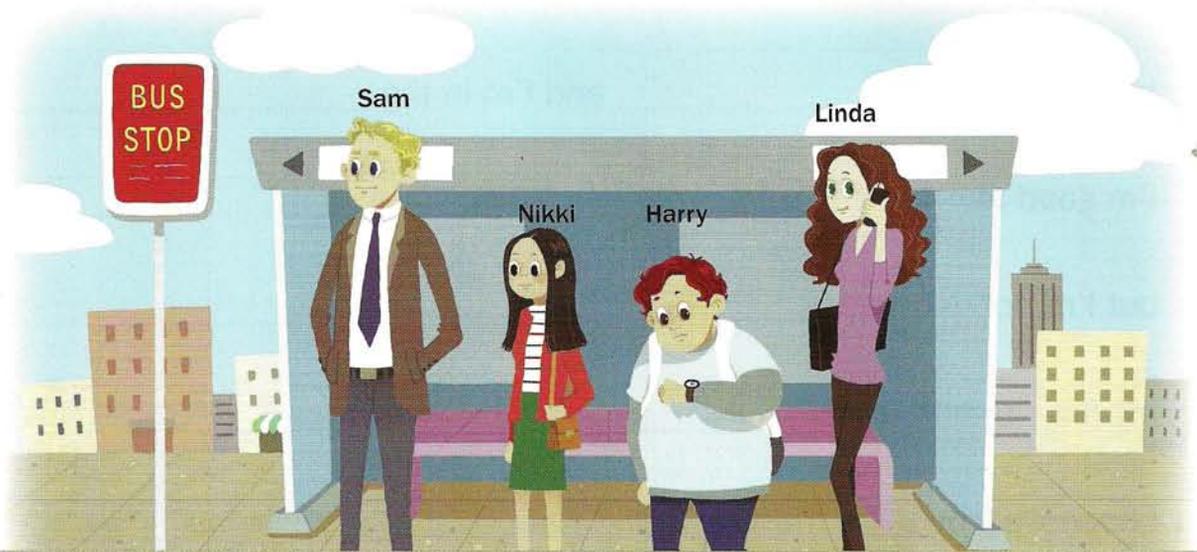
What Does He Look Like?

Conversation

Describing people

Getting Ready

A. Look at the picture and fill in the blanks with the words from the box.



| | Sam | Nikki | Harry | Linda |
|--------|---------------|--------------|---------------|--------------|
| Height | _____ | short | _____ | tall |
| Hair | _____, curly, | long, _____, | short, _____, | _____, |
| | _____ | _____ | red | _____, brown |
| Eyes | _____ | black | _____ | green |

- Height: tall short
- Hair: long/short curly/straight blond/red/black/brown
- Eyes: blue black brown green

B. **Pair work** _ Practice the conversation with your partner using the words above.

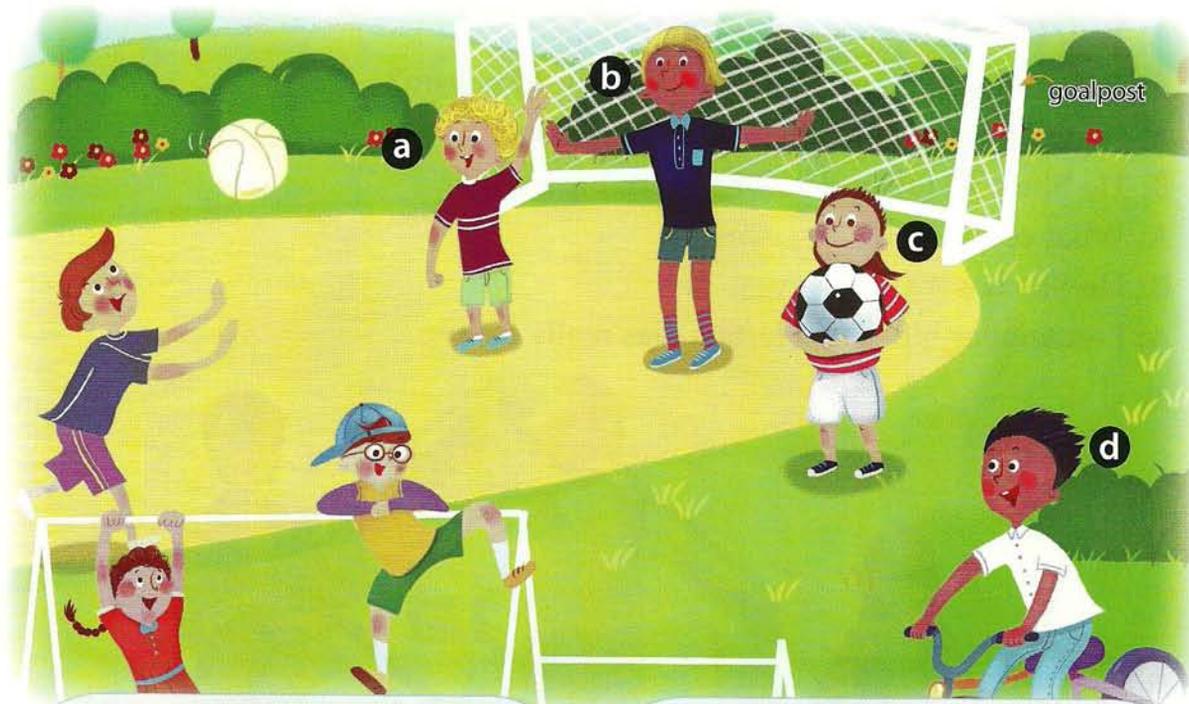


A: What does Sam look like?

B: He's tall. He has short, curly, blond hair and blue eyes.

Speaking Practice

A. Pair work _ Choose one of the boys (a-d) and describe him. Your partner will guess who he is.



What does he look like?

He's short.
He has long, straight, brown hair.
He has brown eyes.

That's "c"!

B. Listen _ Choose the boy Deena and Peter are talking about in the picture.

a

b

c

d



What does your teacher look like? Talk about it with your partner.

• Mr./Ms. _____ is _____.

• He/She has _____ hair and _____ eyes.

Conversation

A. Listen and repeat the conversation. Then use the speaking card to practice it with your partner.  T7

A: Your birthday party was really fun!

B: Thanks for coming. Did you meet my ① cousin?

A: I don't know. What does he/she look like?

B: He/She's ② tall and has ③ short, brown hair.

A: What color are his/her eyes?

B: He/She has ④ green eyes.

A: I remember him/her. He/She was really funny.



① sister

② short

③ long, red

④ blue

① grandfather

② tall

③ short, gray

④ blue

① aunt

② tall

③ short, brown

④ brown

B. Pronunciation _ Listen and repeat.  T8

| | | | | |
|----------|--------------------------------|-----------|---------|------------|
| Words | straight | birth·day | cous·in | re·mem·ber |
| Sentence | What does he <u>look</u> like? | | | |

Communication Task

Mission

Find the Window Breakers

- **Pair work** _ Two kids broke a window. You're going to find them. Josh, Mike, Shawn, Jane, Rebecca, and Shannon are the suspects. Ask and answer the questions with Student B to get the information you need.



The Window Breakers

Suspect: boy

- He's short.
- He has short, brown hair.
- He has blue eyes.

Suspect: girl

- She's tall.
- She has long, red hair.
- She has black eyes.

| Suspect | Height | Hair | Eyes |
|---------|--------|--------------|-------|
| Josh | | short, brown | |
| Mike | short | | blue |
| Shawn | | short, blond | |
| Jane | tall | | black |
| Rebecca | short | | blue |
| Shannon | | long, red | |

Example

A(B): Is Josh tall or short?

B(A): He's _____. What does Josh's hair look like?

A(B): He has short, brown hair.

What color are Josh's eyes?

B(A): His eyes are _____.

Who are the window breakers?

➔ The window breakers are _____ and _____.

People in a Picture

Describing people in a picture

Presentation

Getting Ready

A. Look at the picture. Then match each of the descriptions below with the correct person.



Appearance

What does he/she look like?

- She's average height and has black eyes. d
- She's tall and has long, straight, black hair. _____
- He's short and has green eyes. _____
- He's tall and has short, curly, brown hair. _____

Clothing

What is he/she wearing?

- She's wearing a skirt and a jacket. _____
- He's wearing jeans and glasses. _____
- She's wearing a dress and a hat. _____
- He's wearing shorts and a T-shirt. _____

Action

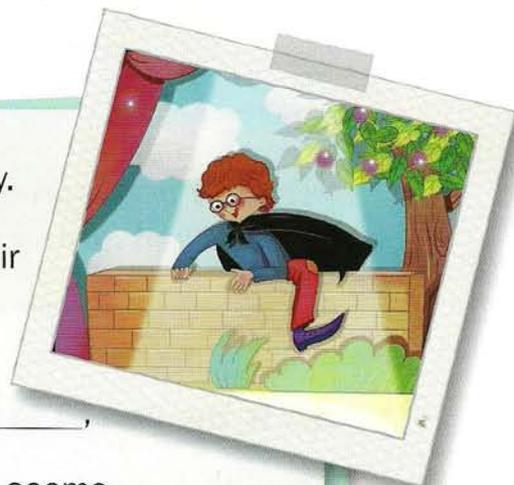
What is he/she doing?

- He's playing the guitar. _____
- He's listening to music. _____
- She's reading a book. _____
- She's talking on the phone. _____

Presentation Practice

A. Listen _ A boy is describing the picture below. Fill in the blanks with the words from the box.  T9

This is a picture of an _____ in a play.
He's _____. He has _____ hair
and _____ eyes. He's wearing
_____. He's wearing a _____,
too. He's _____ over a wall in this picture. He seems
_____.



curly, brown climbing black actor
excited tall black cape glasses

B. Pair work _ Ask and answer the questions about the boy's presentation with your partner.

1. What color are the actor's eyes?

➔ His eyes are _____.

2. What are the three things he's wearing that aren't listed in the description?

➔ He's wearing _____, _____ and _____.

Speaking Skill

When you **describe a person** in a picture, you can

- say who the person in the picture is
- talk about the person's appearance – height, hair, eyes, etc.
- say what the person is wearing and doing
- say how you think the person feels

Presentation Workshop

Step 1

Describe a person in a picture! Choose one of the two pictures. Then answer the questions.



1. Who is the person in the picture?

➡ This is a picture of _____.

2. What does the person in the picture look like? (height)

➡ He/She's _____.

3. What does the person in the picture look like? (hair, eyes)

➡ He/She has _____ hair and _____ eyes.

4. What is the person wearing?

➡ He/She's wearing _____ and _____.

5. What is the person doing?

➡ He/She's _____.

6. How do you think the person feels?

➡ He/She seems _____.

Who's That?

This is a picture of _____¹. _____²'s _____².
 _____³ has _____³ hair and _____³
 eyes. _____⁴'s wearing _____⁴ and _____⁴.
 _____⁵'s _____⁵.
 _____⁶ seems _____⁶.

Idea Box

- **Appearance:** long, straight, blond hair / short, curly, brown hair, blue eyes, brown eyes...
- **Clothing:** an orange T-shirt, brown shorts, brown shoes, a red dress, ice skates...
- **Action:** skating around the ice rink, playing with his action figure, smiling...
- **Feeling:** excited, nervous, happy, sad, like he/she's having fun...



Presentation to others _ Each person in the group takes turns speaking. The others listen. Each listener should ask the speaker one question.

Tip!

When you give a presentation, look at the people you are speaking to.

What Time Do You Get Up?

Conversation

Talking about your daily activities

Getting Ready

A. Fill in the blanks with the correct activity for each picture.



get up



do homework
have breakfast

watch TV
go to school

go to bed
get up

have lunch

B. **Pair work** _ Practice the conversation with your partner using the phrases above.



A: What time does Eric get up?

B: He gets up at 7 o'clock.

Speaking Practice

A. Look at the activities below. When do you think each one happened? Draw lines to match the times with the activities.



at 6:00 p.m.



at 7:00 a.m.



at 6:00 a.m.



at 4:00 p.m.



after finishing
my homework



at 1:00 a.m.

B. **Listen** _ Check your answers above. Then number the pictures in the correct order.  T10



Ask your partner about his/her daily activities.

A: What time do you usually go to bed?

B: I usually go to bed at 1 a.m.

Conversation

A. Listen and repeat the conversation. Then use the speaking cards to practice it with your partner.  T11

A: Hi, **1** Tiger! What time do you usually get up?

B: I usually get up at **2** 6 o'clock.

A: What do you do before lunch?

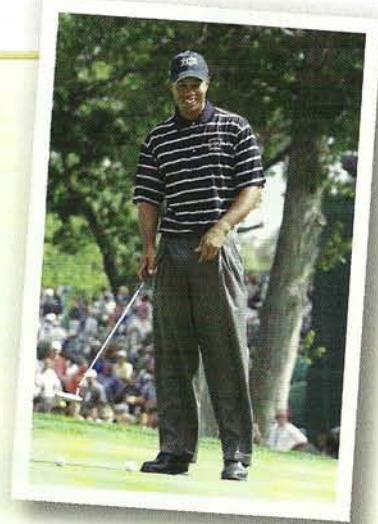
B: I **3** take a shower and go to the gym.

A: What do you do after lunch?

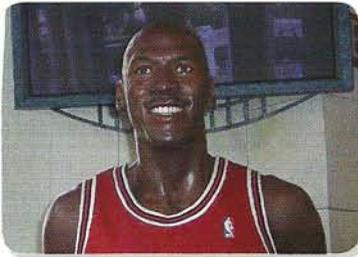
B: I **4** practice golf.

A: What time do you usually go to bed?

B: I usually go to bed at **5** 10 o'clock.



- 1** Johnny
- 2** 7:30
- 3** clean my house and check my email
- 4** read scripts
- 5** 11:15



- 1** Michael
- 2** 6:30
- 3** read the newspaper and go jogging
- 4** play basketball
- 5** 10:30



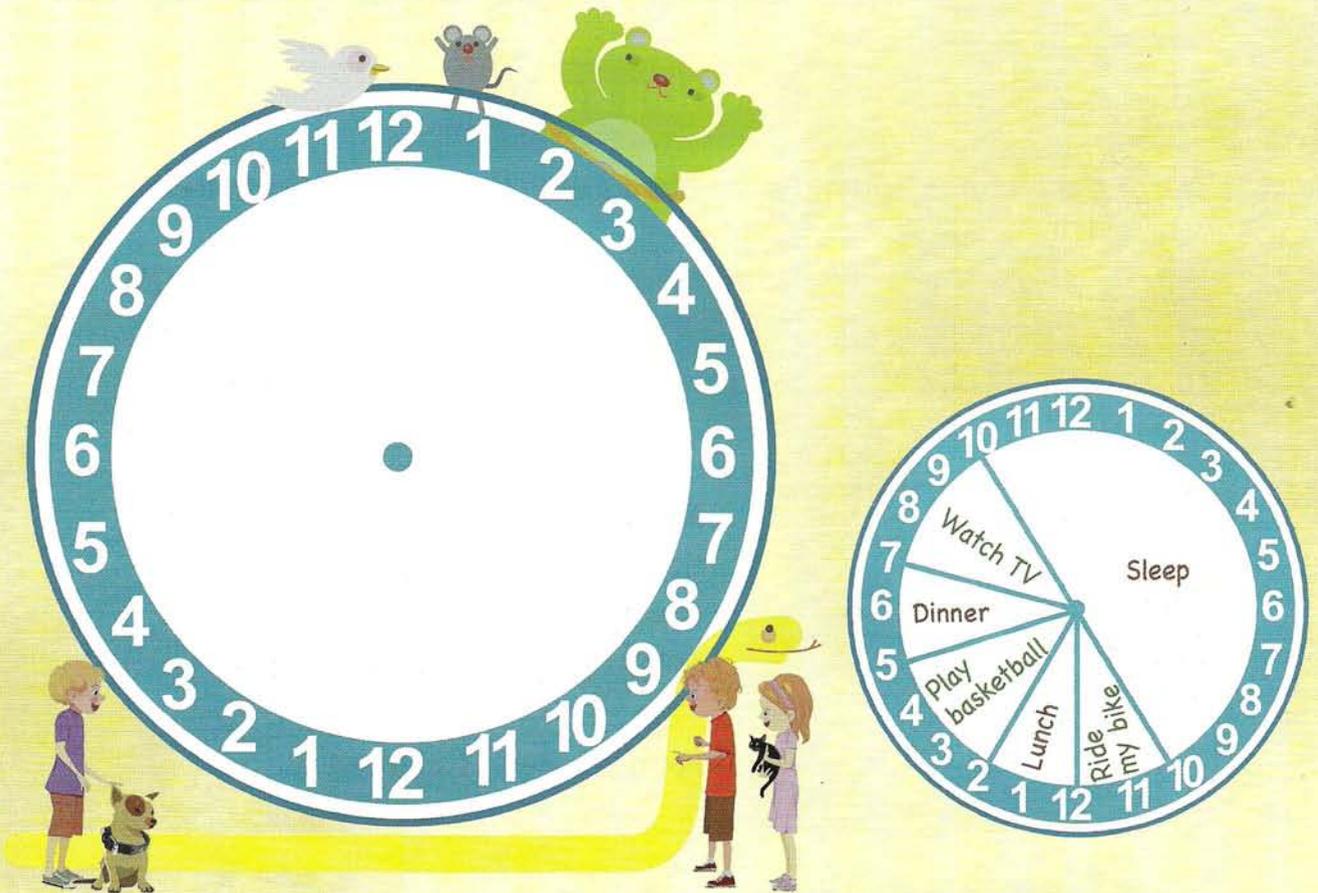
- 1** Justin
- 2** 9 o'clock
- 3** write songs and practice singing
- 4** meet my friends
- 5** 11:30

B. **Pronunciation** _ Listen and repeat.  T12

| | | | | |
|----------|----------------------------------|---------|-----------|------------|
| Words | be•fore | les•son | prac•tice | u•su•al•ly |
| Sentence | What time do you usually get up? | | | |

Communication Task

- **Pair work** _ Make a weekend schedule wheel. Then talk about it with your partner.



Example

- A: What time do you usually get up on weekends?
B: I usually get up at 10 o'clock.
A: What do you do before(after) lunch?
B: I ride my bike.
A: What time do you usually go to bed?
B: I usually go to bed at 10 o'clock.

Idea Box

watch a football game, go camping, play outside, practice the piano, read a book, do homework, write in my diary, talk with my mom, go to bed, play tennis, go to the movies...

Getting Ready

A. Look at the pictures and fill in the blanks with the correct information from below.

Holidays Around the World



- Name of the holiday: Songkran
- Country: _____
- Date: April 13~15
- Things you do: 1. go to a temple
2. _____
- Food you eat: 1. chicken
2. green curry



- Name of the holiday: _____
- Country: the United States
- Date: _____
- Things you do: 1. wear colorful African clothing
2. _____
- Food you eat: 1. peanut soup
2. _____

throw water
Thailand

December 26~January 1
African vegetarian stew

Kwanzaa
light candles

Presentation Practice

A. Listen _ Jin is talking about his favorite holiday. Fill in the blanks with the words from the box.  T13

Hi, I'm Jin. I'd like to tell you about my favorite _____.

It's _____. It's on the first day of the _____

month of the Chinese calendar. I spend the day with _____.

We _____ to sweep away bad luck. My parents give

me a _____ envelope with _____ inside for good luck. We eat

_____, _____, and many sweets. I like Chinese Lunar New

Year because I can _____ with my whole family!

clean our house first have fun holiday pork duck
red my family Chinese Lunar New Year money



B. Pair work _ Ask and answer the questions about Jin's presentation with your partner.

1. What does Jin do on the holiday?

➔ Jin _____ to sweep away _____.

2. What does Jin eat on the holiday?

➔ He eats _____, _____, and _____.

Speaking Skill

When you **describe your favorite holiday**, you can

- say the name and date of the holiday
- talk about what you do on the holiday
- explain why you like the holiday
- say who you spend the holiday with
- say what food you eat on the holiday

Presentation Workshop

Step 1

Introduce your favorite holiday! Answer the questions about your favorite holiday.



1. What's your favorite holiday?

➡ It's _____.

2. When is the holiday?

➡ It's in/on _____.

3. Who do you spend the holiday with?

➡ I spend _____ with _____.

4. What do you do on the holiday?

➡ We _____.

5. What do you eat on the holiday?

➡ We eat _____.

6. Why do you like the holiday?

➡ I like _____ because _____.

Step 2

Write your presentation using your answers from page 28.

My Favorite Holiday

I'd like to tell you about my favorite holiday. It's _____.

1

It's in/on _____.

2

I spend _____ with _____.

3

3

We _____.

4

We eat _____.

5

I like _____ because _____.

6

6

Idea Box

- **Holiday:** Thanksgiving Day, Christmas, Chuseok, Halloween, Hanukkah, Valentine's Day, St. Patrick's Day...
- **People you spend the holiday with:** cousins, whole family, grandparents, friends...
- **Things you do:** play board games, watch fireworks, wear traditional clothes, watch a parade...
- **Food you eat:** turkey, pumpkin pie, chicken, rice cakes, sweets, beef, pancakes, noodles...



Presentation to others _ Each person in the group takes turns speaking. The others listen. Each listener should ask the speaker one question.

Tip!

When you give a presentation, have fun! It's okay to laugh and be happy.

My Dream House

Describing a house

Getting Ready

A. Look at the picture. Then match the correct word to each room.



a. laundry room

b. yard

c. bedroom

d. bathroom

e. stairs

f. living room

g. hall

h. kitchen

i. dining room

j. garage

k. balcony

l. attic

B. **Pair work** _ Practice the conversation with your partner using the picture and the words above.



A: Is there a(n) kitchen in the house?

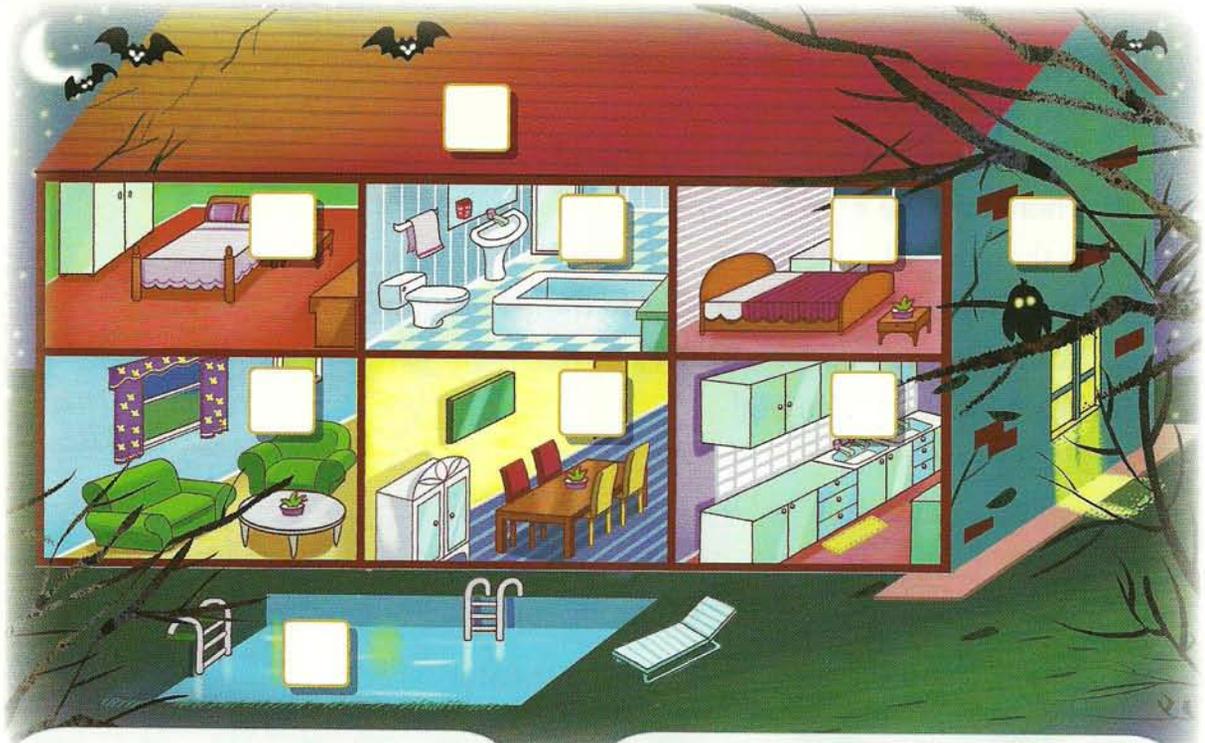
B: Yes, there is.

A: Where is it?

B: It's on the first floor.

Speaking Practice

A. Pair work _ Look at the picture. Then ask and answer the questions about the house.



How many floors and rooms are there?

There are two floors and six rooms.

What rooms are on each floor?

On the _____ floor, there is a _____.

B. Listen _ Check [✓] the two places where Jason saw the ghosts in the picture above.  T14



Ask your partner about his/her dream house.

- How many floors are there? _____
- How many rooms are there? _____
- What rooms are there? _____

Conversation

A. Listen and repeat the conversation. Then use the speaking cards to practice it with your partner.  T15

A: Tell me about your dream house.
B: My dream house is amazing.
A: How many ① bedrooms are there?
B: There are five ① bedrooms.
A: Is there a ② kitchen?
B: Yes, there is a ② kitchen next to the ③ bowling alley.
A: Your dream house has a(n) ③ bowling alley?
B: Yes. I like to dream big!



- ① living rooms
- ② dining room
- ③ movie theater



- ① bathrooms
- ② laundry room
- ③ pizza restaurant



- ① kitchens
- ② garage
- ③ ice skating rink

B. **Pronunciation** _ Listen and repeat.  T16

| | | | | |
|----------|--|---------|----------|-----------|
| Words | al•ley | ga•rage | laun•dry | bal•co•ny |
| Sentence | There are <u>two floors</u> and <u>six rooms</u> . | | | |

Communication Task

- **Pair work** _ Fill in the four boxes in the picture with these words: a chair, a ball, a book, and a pencil. Then take turns asking and answering the questions to find out where they are in your partner's picture.



Your partner's house

| Object | Room |
|--------|------|
| chair | |
| ball | |
| book | |
| pencil | |

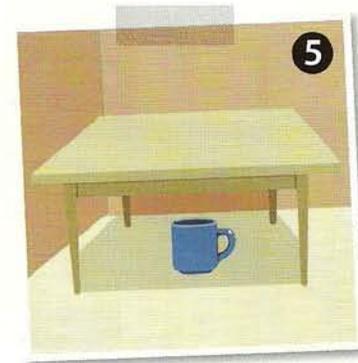
Example

A: Is there a chair in the living room?
 B: Yes, there is.
 B: No, there isn't.
 A: Then, where is it in your house?
 B: It's in the bathroom.

Getting Ready

A. Where is the cup in each picture? Complete the sentences with the given phrases.

Where is the cup?



1. The cup is _____ on the TV .

2. The cup is _____ .

3. The cup is _____ .

4. The cup is _____ .

5. The cup is _____ .

6. The cup is _____ .

under the table

behind the pen

on the TV

next to the lamp

between the armchairs

in front of the sofa

Presentation Practice

A. Listen _ A girl is describing the pirate's bedroom in the picture. Fill in the blanks with the words from the box.  T17

This is a pirate's _____. On the left side of the room, there's a _____. In the middle of the room, there's a _____. A window is behind the bed and a pirate hat is _____. There's a _____ in front of the bed, too. On the right side of the room, there's a _____. A parrot is _____ the table and a chair is _____ the table. There's a _____ between the bed and the table. I think this room is an _____ place.

treasure chest on the bed exciting bed lamp
sword table behind bedroom under



B. Pair work _ Ask and answer questions about the pirate's bedroom with your partner.

1. What's on the bed? ➔ There is a _____ on the bed.
2. Where's the sword? ➔ The sword is _____.

Speaking Skill

When you **describe a room**, you can

- say what room you are describing
- talk about the things that can be found on the left side of the room, in the middle of the room, and on the right side of the room
- say what you think about the room

Presentation Workshop

Step 1

Present your bedroom! Fill in the boxes in the picture with the given words. Then answer the questions about your bedroom.



ball



cup



book



bag



cat

1. What's on the left side of the room?

- On the left side of the room, there's a bed.
- A _____ is _____ the bed.

2. What's in the middle of the room?

- In the middle of the room, there's a _____.
- A _____ is between the bed and the sofa.
- A _____ is _____ the sofa.

3. What's on the right side of the room?

- On the right side of the room, there's a _____ and a _____.
- A _____ is _____ the chair.
- A _____ is _____ the lamp.

Step 2

Write your presentation using the answers on page 36.

My Bedroom

This is my bedroom. On the left side of the room, there's a _____.

1

A _____ is _____ the bed. In the middle of the room, there's

1-1

1-1

a _____ . A _____ is between the bed and the sofa.

2

2-1

A _____ is _____ the sofa. On the right side of the

2-2

2-2

room, there's a _____ and a _____ . A _____

3

3

3-1

is _____ the chair. A _____ is _____ the lamp.

3-1

3-2

3-2

I think this room is _____ place.

Idea Box

- **Location:** on the bed, in front of the sofa, between the bed and the sofa, under the chair, next to the lamp...
- **Thoughts:** a fun place, a cozy place, an exciting place, a nice place...



Presentation to others _ Each person in the group takes turns speaking. The others listen. Each listener should ask the speaker one question.

Tip!

When you give a presentation, speak slowly and clearly.

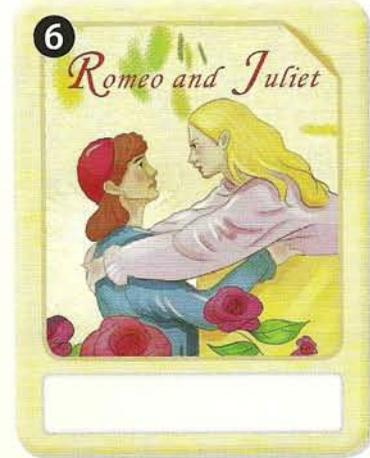
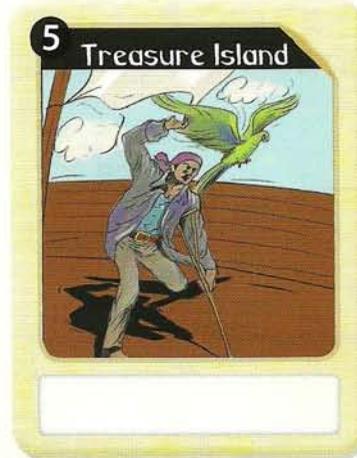
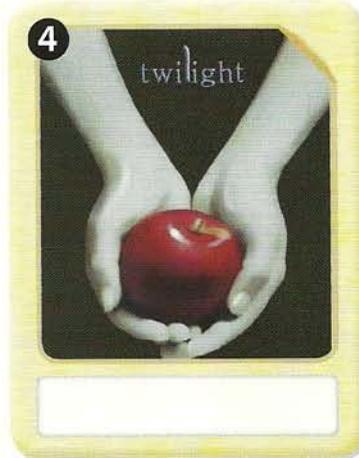
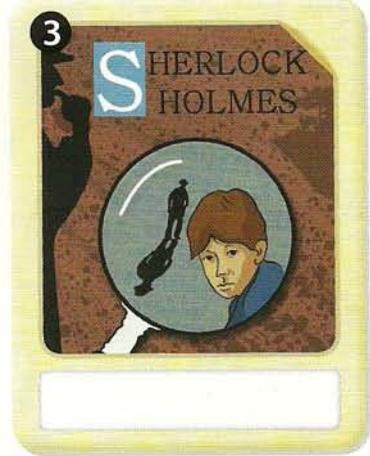
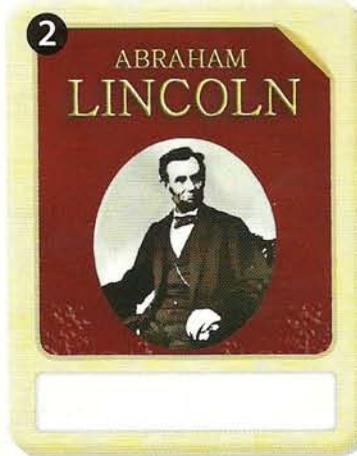
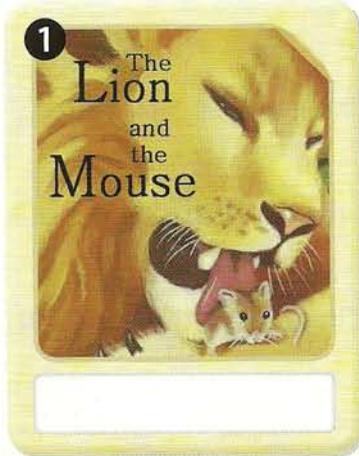
I Love This Book

Conversation

Talking about a book you enjoyed

Getting Ready

A. Write the correct kind of book under each book cover.



romance
adventure

fantasy
biography

fable
mystery

B. Pair work _ Practice the conversation with your partner using the words above.

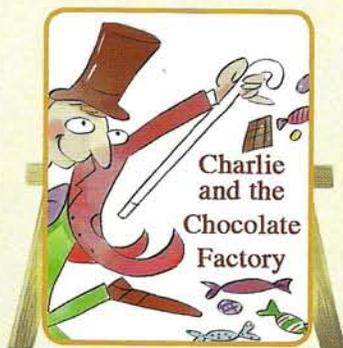


A: What kind of books do you like?

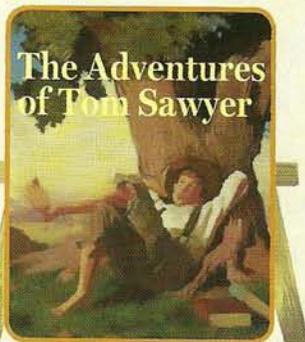
B: I like fantasy(romance/adventure/mystery) books.
What do you like?A: I like fables(biographies).

Speaking Practice

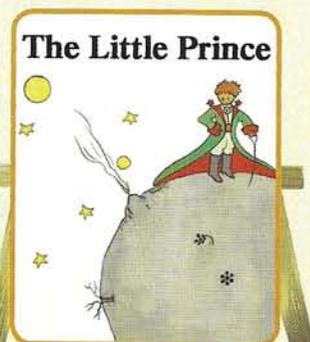
A. Pair work _ Choose a book you want to read below and talk about it with your partner.



- *Charlie and the Chocolate Factory*
- fantasy
- Charlie and Willy Wonka



- *The Adventures of Tom Sawyer*
- adventure
- Tom, Huck, and Joe



- *The Little Prince*
- fable
- a pilot and a prince

Which book would you like to read? Why do you want to read it?

I'd like to read *The Adventures of Tom Sawyer* because I like adventure books.

B. Listen _ Check [✓] the correct information.  T18

| | |
|----------------------|--|
| The book Kate read | <input type="checkbox"/> <i>Charlie and the Chocolate Factory</i> <input type="checkbox"/> <i>The Adventures of Tom Sawyer</i> <input type="checkbox"/> <i>The Little Prince</i> |
| Kate's favorite part | <input type="checkbox"/> The part where the characters get in the glass elevator <input type="checkbox"/> The part where the characters visit the chocolate room <input type="checkbox"/> The part where Violet turns into a giant blueberry |



What's your favorite book? Why do you like it? Who are the main characters? Talk about your favorite book with your partner.

Conversation

A. Listen and repeat the conversation. Then use the speaking cards to practice it with your partner.  T19

A: What's your favorite book?

B: My favorite book is ① *Harry Potter and the Sorcerer's Stone*.

A: What kind of book is it?

B: It's a(n) ② fantasy book.

A: Who are the main characters?

B: The main characters are ③ Harry, Ron, and Hermione.

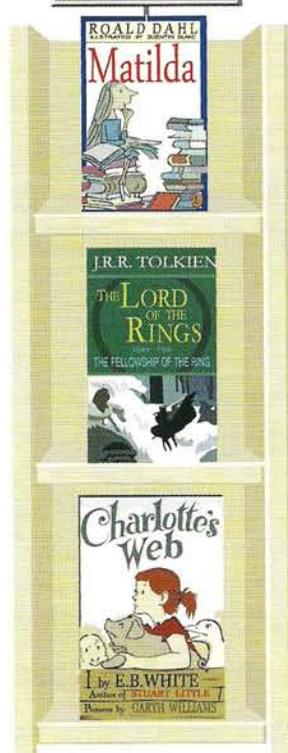
A: What's the story about?

B: It's about ④ a young boy who is a wizard.

A: It sounds really interesting!



Best Sellers



- ① *Matilda*
- ② fantasy book
- ③ Matilda and Miss Honey
- ④ a little girl who has a special ability

- ① *The Lord of the Rings: The Fellowship of the Ring*
- ② adventure book
- ③ Frodo, Gollum, and Sauron
- ④ hobbits and an evil ring

- ① *Charlotte's Web*
- ② children's book
- ③ Wilbur and Charlotte
- ④ a pig and a spider's friendship

B. **Pronunciation** _ Listen and repeat.  T20

| | | | | |
|----------|---|-----------|-----------|------------|
| Words | fa•ble | mys•te•ry | fac•to•ry | a•bil•i•ty |
| Sentence | It's <u>about</u> a <u>young boy</u> who is a <u>wizard</u> . | | | |

Communication Task

- **Pair work** _ Summarize a book you recently read using the chart below. Then tell your partner about the book.

Be a Critic

| | |
|--|---|
| • Title: _____ | What You Thought about the Book <ul style="list-style-type: none">• The story wasn't very interesting. <input type="checkbox"/>• It was interesting and fun. <input type="checkbox"/>• It looked like a funny story, but it wasn't. <input type="checkbox"/>• It ended with a wonderful surprise. <input type="checkbox"/>• I couldn't stop crying. <input type="checkbox"/>• It was a touching story. You must read it. <input type="checkbox"/>• It was hard to understand. <input type="checkbox"/> |
| • Kind of story: _____ | |
| • Characters: _____ _____ | |
| • Rating: ☆ ☆ ☆ ☆ ☆ | |

Example

A: I read a book called The Giving Tree this weekend.

B: What kind of book is it?

A: It's a fable. The main characters are a tree and a boy.

B: It sounds cool. Would you recommend it?

→ A: Yes. It was a touching story. You must read it.

→ A: No. The story wasn't very interesting.

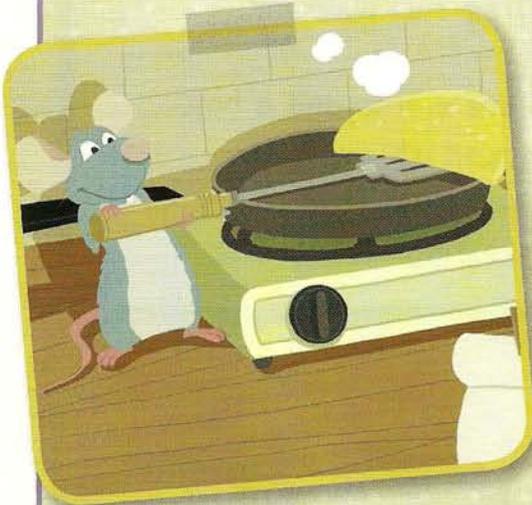


Getting Ready

A. Look at the pictures. Then write the correct information for each character.

Favorite Characters

- Character's name: Po
- The movie he's in: _____
- His appearance: _____
- His personality: funny
- His ability: _____



- Character's name: Remy
- The movie he's in: Ratatouille
- His appearance: _____
- His personality: _____
- His ability: _____

smart

He can do kung fu.

big, fat panda

He cooks very well.

Kung Fu Panda

furry, little mouse

Presentation Practice

A. Listen _ Andy is talking about his favorite character. Fill in the blanks with the words from the box.  T21

Hi, I'm Andy. My favorite character is _____.

He's in a movie called *Shrek*. He's a _____.

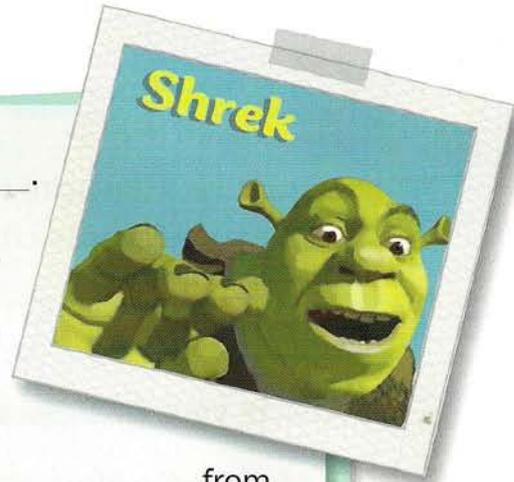
He's _____ and fat, and has _____.

But he's also _____ and brave. He was able

to make friends with a _____. He saved _____ from

the dragon. I like Shrek because he's very _____.

ugly Shrek dragon funny and kind
monster Princess Fiona green skin caring



B. Pair work _ Ask and answer the questions about Andy's presentation with your partner.

1. Who is Andy's favorite character?

➡ Andy's favorite character is _____.

2. What does the character look like?

➡ He is _____ and _____, and has _____.

Speaking Skill

When you **describe your favorite character**, you can

- say the character's name
- describe what he/she looks like
- talk about special things he/she can do
- say what movie, book, or TV show he/she is in/on
- describe what his/her personality is like
- talk about why you like the character

Presentation Workshop

Step 1

Present your favorite character! Answer the questions about your favorite character.



1. Who is your favorite character?

➡ My favorite character is _____.

2. What movie, book, or TV show is your favorite character in(on)?

➡ He/She's in(on) a _____ called _____.

3. What is the character?

➡ He/She's a(n) _____.

4. What does your favorite character look like? (Appearance)

➡ He/She's _____ and has _____.

5. What is your favorite character like? (Personality)

➡ He/She's _____.

6. What can your favorite character do? (Ability)

➡ He/She can _____.

7. Why do you like your favorite character?

➡ I like _____ because he/she _____.

My Favorite Character

My favorite character is _____ . He/She's in(on) a

1

_____ called _____ . He/She's a(n)

2

2

_____ . He/She's _____ and has

3

4

_____ . He/She's _____ .

4

5

He/She can _____ .

6

I like _____ because he/she _____

7

7

Idea Box

- **Who the character is:** SpongeBob, Harry Potter, Naruto, Bumblebee...
- **What the character is:** a sponge, a young man, a boy wizard, a boy ninja...
- **Appearance:** pretty, cute, little, tiny, blond hair, big blue eyes, wear glasses...
- **Personality:** energetic, fun, exciting, smart, strong, clever, friendly...
- **Ability:** rap, dance, jump, roll around, transform into a big robot, climb a wall, dance well, do magic spells...



Presentation to others _ Each person in the group takes turns speaking. The others listen. Each listener should ask the speaker one question.

Tip!

When you give a presentation, thank everyone for listening before you finish speaking.

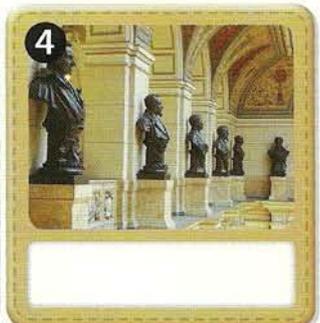
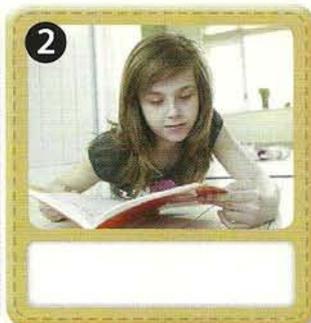
What Did You Do on the Weekend?

Talking about what you did on the weekend

Getting Ready

A. Look at the pictures. Match the correct phrase to each picture.

What did you do on the weekend?



a. went to the movies

b. visited my grandparents

c. went camping

d. read a book

e. played tennis

f. went to the zoo

g. went to a birthday party

h. visited a museum

B. **Pair work** _ Practice the conversation with your partner using the phrases above.



A: What did you do on the weekend?

B: I went to the zoo. What did you do?

A: I went to the movies.

Speaking Practice

A. Pair work _ Did you do any of the activities below on the weekend? Ask and answer the questions with your partner. Include one extra piece of information in your answers.

Example

A: Did you read a book on the weekend?
 B: Yes, I did. I read *The Little Prince*.
 A: Did you eat out on the weekend?
 B: No, I didn't. I had dinner with my family at home.

• **Did you...**

| | Your answer | Your partner's answer |
|------------------------------------|--|--|
| read a book on the weekend? | Yes <input type="checkbox"/> No <input type="checkbox"/> | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| eat out on the weekend? | Yes <input type="checkbox"/> No <input type="checkbox"/> | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| visit a museum on the weekend? | Yes <input type="checkbox"/> No <input type="checkbox"/> | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| go for a bike ride on the weekend? | Yes <input type="checkbox"/> No <input type="checkbox"/> | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| play soccer on the weekend? | Yes <input type="checkbox"/> No <input type="checkbox"/> | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| bake bread on the weekend? | Yes <input type="checkbox"/> No <input type="checkbox"/> | Yes <input type="checkbox"/> No <input type="checkbox"/> |

B. Listen _ Check [✓] the activities Daniel did on the weekend below.  T22



Conversation

A. Listen and repeat the conversation. Then use the speaking cards to practice it with your partner.  T23

A: What did you do on the weekend?

B: I went **1** to an amusement park.

A: Who did you go with?

B: I went with my **2** cousin.

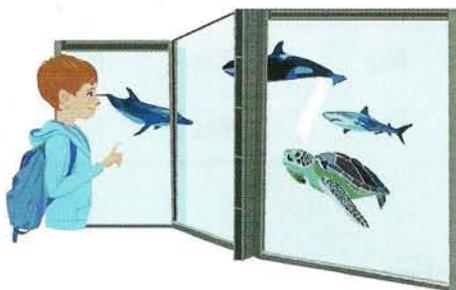
A: What else did you do together?

B: We **3** flew kites. It was so much fun!

A: It sounds like you had a great weekend.



- 1** shopping
- 2** friends
- 3** watched a concert



- 1** to an aquarium
- 2** sister
- 3** had lunch at a Mexican restaurant



- 1** camping in the forest
- 2** aunt and uncle
- 3** went hiking

B. Pronunciation _ Listen and repeat.  T24

| | | | | |
|----------|-------------------------------------|------------------|------------------|-----------------|
| Words | <u>vi</u> •sit | <u>week</u> •end | <u>con</u> •cert | <u>for</u> •est |
| Sentence | <u>Who</u> did you go <u>with</u> ? | | | |

Communication Task

- **Pair work** _ What did Paul, Naomi, and Kevin do on the weekend?
Ask and answer the questions with Student B to fill in the charts.

Example

A: What did Paul do on the weekend?
B: He _____. Where did he do it?
A: He did it at the mall. When did he do it?
B: He did it _____.
Who did he do it with?
A: He did it with his friends.



Paul

What: _____
Where: _____ at the mall _____
When: _____
With: _____ his friends _____



Naomi

What: _____
Where: _____ in the mountains _____
When: _____
With: _____ her classmates _____



Kevin

What: _____
Where: _____ at the park _____
When: _____
With: _____ his sister _____

A City I Want to Visit

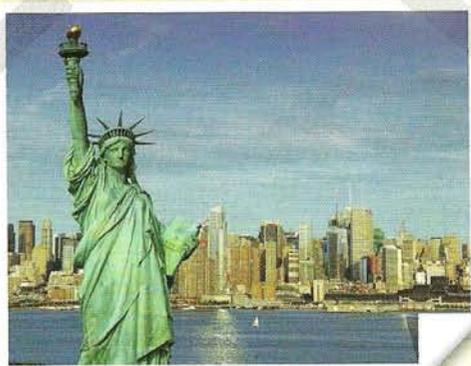
Talking about a city you want to visit

Presentation

Getting Ready

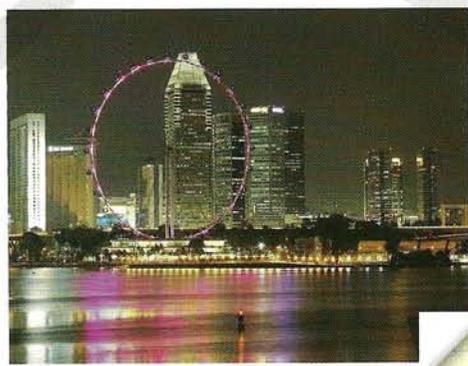
A. You want to go on a trip. Find things you can do at each place.

Cities Around the World



New York City

- Rockefeller Center: b
- Central Park:
- Statue of Liberty:



Singapore

- Jurong Bird Park:
- Singapore Flyer:
- Science Centre Singapore: a

a. explore 1,000 interactive exhibits

c. go for a bike ride

e. see tropical birds

b. take the NBC studio tour

d. ride the tallest Ferris wheel in the world

f. take a ferry to see the statue closely

Presentation Practice

A. Listen _ Kelly is describing the city she wants to visit. Fill in the blanks with the words from the box.  T25

Hi, I'm Kelly. I want to visit _____, California.

I want to go to the _____ theme park.

I want to go on the fun rides and _____

with movie characters there. I also want to go to

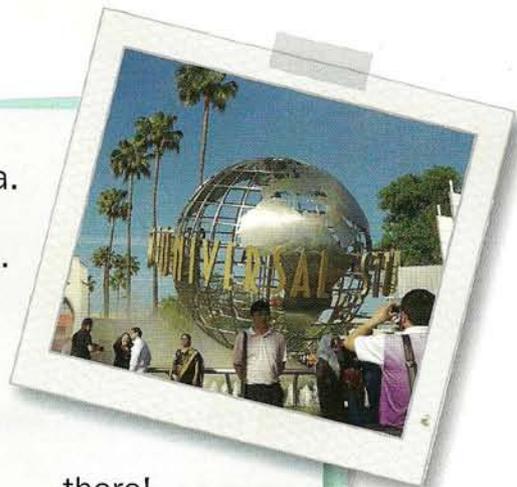
Hollywood. I hope to _____ there!

There are other exciting things to do in Los Angeles, too. I want to

go to Venice Beach and _____. I really hope to visit

Los Angeles someday.

meet famous celebrities Universal Studios learn to surf
take pictures Los Angeles



B. Pair work _ Ask and answer the questions about Kelly's presentation with your partner.

1. Where does Kelly want to go in Los Angeles?

➔ She wants to go to _____, _____, and _____.

2. What does Kelly want to do at Venice Beach?

➔ She wants to _____.

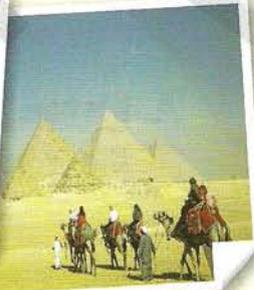
Speaking Skill

When you talk about a city you want to visit, you can

- say what city you want to visit
- name the places you want to go in the city
- explain what you want to do there

Presentation Workshop

Step 1



Present the city you want to visit! Choose one of the two cities. Then answer the questions using the information from Idea Box 1 or 2.

1. Which city do you want to visit: London, England or Cairo, Egypt?

➡ I want to visit _____, _____.

2. Where do you want to go in the city?

➡ I want to go to _____.

3. What do you want to do there?

➡ I want to _____ there.

4. Where is another place you want to go in the city?

➡ I also want to go to _____.

5. What do you want to do there?

➡ I want to _____ there.

6. What other exciting things do you want to do in the city?

➡ I want to _____ and _____.

I Want to Visit the City!

I want to visit _____, _____. I want to go to _____.

I want to _____ there. I also want to go to _____. I want to _____ there. There are other exciting things to do in _____, too. I want to _____ and _____. I really hope to visit _____ someday.

Idea Box 1 (London)

- **The West End:** watch a famous musical
- **Buckingham Palace:** watch the Changing of the Guard ceremony
- **Other exciting things to do:** ride the London Eye, get an amazing view of the city

Idea Box 2 (Cairo)

- **The Giza Plateau:** ride a camel around the pyramids
- **The Egyptian Museum:** see King Tut's gold mask and real mummies
- **Other exciting things to do:** take a Nile River cruise, watch belly dancers and Sufi dancers



Presentation to others _ Each person in the group takes turns speaking. The others listen. Each listener should ask the speaker one question.

Tip!

When you give a presentation, look at the people you are speaking to.

Mission

Find the Window Breakers

- **Pair work** _ Two kids broke a window. You're going to find them. Josh, Mike, Shawn, Jane, Rebecca, and Shannon are the suspects. Ask and answer the questions with Student A to get the information you need.



The Window Breakers

Suspect: boy

- He's short.
- He has short, brown hair.
- He has blue eyes.

Suspect: girl

- She's tall.
- She has long, red hair.
- She has black eyes.

| Suspect | Height | Hair | Eyes |
|---------|--------|--------------|-------|
| Josh | tall | | black |
| Mike | | short, brown | |
| Shawn | short | | blue |
| Jane | | long, red | |
| Rebecca | | long, red | |
| Shannon | tall | | blue |

Example

A(B): Is Josh tall or short?

B(A): He's short. What does Josh's hair look like?

A(B): He has _____ hair.

What color are Josh's eyes?

B(A): His eyes are blue.

Who are the window breakers?

➔ _____ & _____

- **Pair work** _ What did Paul, Naomi, and Kevin do on the weekend?
Ask and answer the questions with Student A to fill in the charts.

Example

A: What did Paul do on the weekend?
B: He went shopping. Where did he do it?
A: He did it _____. When did he do it?
B: He did it on Saturday afternoon.
Who did he do it with?
A: He did it _____.



Paul

What: _____ went shopping _____
Where: _____
When: _____ on Saturday afternoon _____
With: _____



Naomi

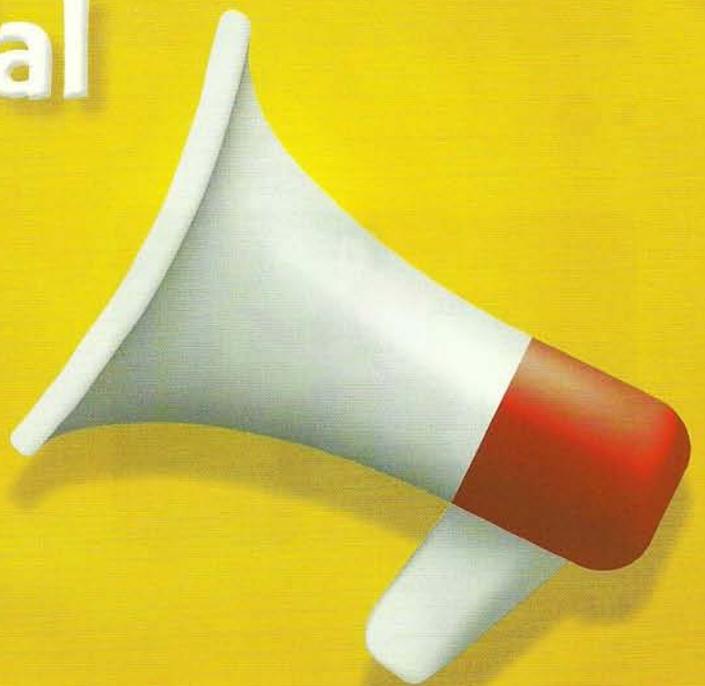
What: _____ went hiking _____
Where: _____
When: _____ on Friday morning _____
With: _____



Kevin

What: _____ played tennis _____
Where: _____
When: _____ on Sunday morning _____
With: _____

Supplementary Material

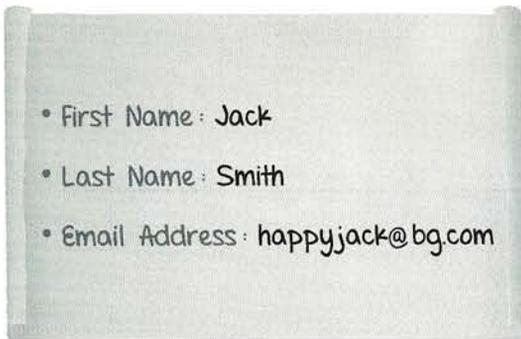


Review Test 1 • Unit 1 ~ Unit 4

A. Listen and repeat. Pronunciation T26

1. spell 2. friendly 3. straight 4. remember
5. It's nice to meet you. 6. What does she look like?

B. Listen and answer the questions about the pictures. Wh-questions T27



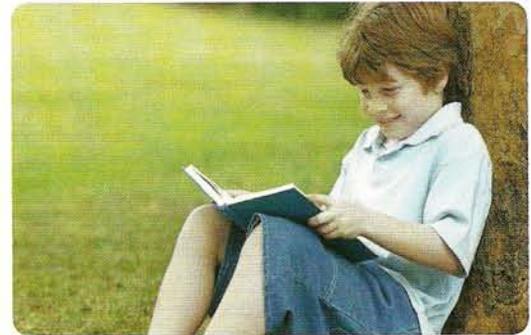
1.  _____



2.  _____



3.  _____



4.  _____

C. Listen and answer the questions. Personal Information T28

1.  _____

2.  _____

3.  _____

4.  _____



D. Listen and answer the questions about the pictures. Picture Description T29



1. 1) She's _____
 She has _____



2. 1) _____
 2) _____

E. Listen and answer the questions. Long Response T30

1. _____

2. _____

3. _____

4. _____

Review Test 2 • Unit 5 ~ Unit 8

A. Listen and repeat. Pronunciation T31

1. lesson 2. usually 3. garage 4. balcony
5. What time do you usually get up? 6. There are two floors and six rooms.

B. Listen and answer the questions about the pictures. Wh-questions T32



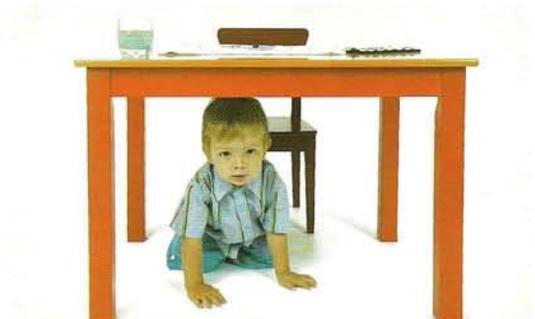
1.  _____



2.  _____



3.  _____



4.  _____

C. Listen and answer the questions. Personal Information T33

1.  _____

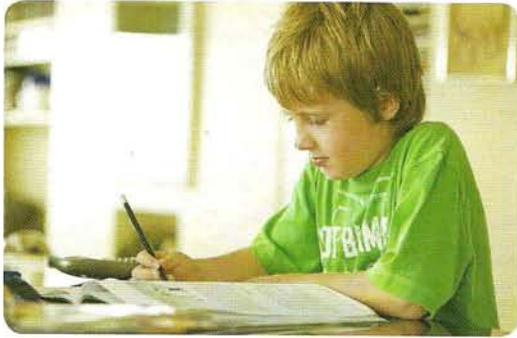
2.  _____

3.  _____

4.  _____



D. Listen and answer the questions about the pictures. Picture Description T34



1. 1) _____

2. 1) _____

E. Listen and answer the questions. Long Response T35

1. _____

2. _____

3. _____

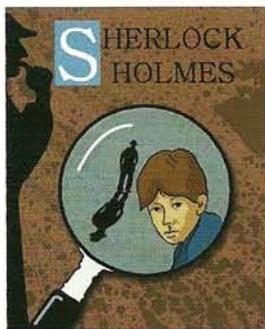
4. _____

Review Test 3 • Unit 9 ~ Unit 12

A. Listen and repeat. Pronunciation T36

1. ability 2. fable 3. concert 4. weekend
5. It's about a young boy who is a wizard. 6. Who did you go with?

B. Listen and answer the questions about the pictures. Wh-questions T37



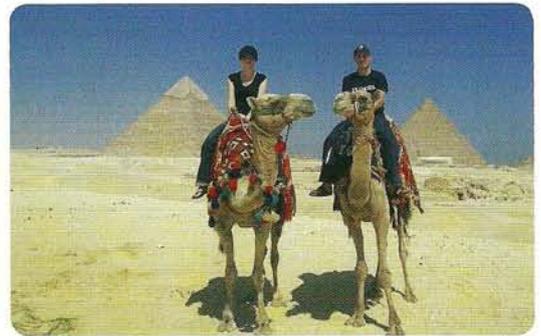
1.  _____



2.  _____



3.  _____



4.  _____

C. Listen and answer the questions. Personal Information T38

1.  _____

2.  _____

3.  _____

4.  _____



D. Listen and answer the questions about the pictures. Picture Description T39



- 1. 1) _____
- 2) _____

- 2. 1) _____
- 2) _____

E. Listen and answer the questions. Long Response T40

- 1. _____
- _____

- 2. _____
- _____

- 3. _____
- _____

- 4. _____
- _____

Everyone, Speak! is a three-level speaking series designed for high-beginner to intermediate students. With *Everyone, Speak!*, students build basic speaking skills through activities and topics that reflect real-life situations. This series' emphasis is on integrated speaking skills related to communication skills and presentation skills. Well-designed from a pedagogical perspective, *Everyone, Speak!* improves students' English communication skills and presentation skills and makes learning how to speak English interesting and fun!

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- Age-appropriate topics improve students' critical thinking and provide learners with the tools to succeed on speaking tests
- Hybrid CD provides interactive activities, including model conversations and presentations with integrated record-and-compare and role-play functions

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