

Everyone

Speak!

Kids



3

Build & Grow®

Hybrid CD Included

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.

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.

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.

Unit 6 What time is it?

Warm Up

A Listen and chant.

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.

Start Up

A Listen and stick. Then, say.

-
-
-
-
-
-
-
-

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

Wow, this is fun! I like playing Fröbee.

What time is it? It's 3:30.

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

What time is it now? It's still ... 3:30!

What time is it in each scene?

Unit 6 • 29

Speak Up

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

What time is it?
It's time for science class.
It's ten forty.

B Listen and match.

-
-
-
-

A

B

C

D

What time is it?
It's 1:30.

Speaking Playground

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

What time is it?
It's time for art class.
It's one twenty.

Step 2 Write the time for each school subject.

School Subject	Time	School Subject	Time
English	:	Music	:
Math	:	History	:
Science	:	Art	:

Unit 6 • 31



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.

Unit 8 Review Unit 5-Unit 7

Look at the picture and practice.

1. What day is it today?
.....
2.
It's 8:15.
3. When do you get up?
.....

Try this! When do you go to bed on the weekend?

Unit 8 • 37

Review

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

Show and Tell

Prepare

A Look and write.

1. Hi, I'm Coco.
Today is _____.
2. I _____ at _____.
get up / take a shower / go to school
3. I _____ at _____ o'clock.
eat breakfast / eat lunch / eat dinner
4. I _____ at _____.
do my homework / watch TV / play baseball
5. It's _____.
It's time for bed. Good night!

B Listen and check.
⇒ Cut the next page out and prepare for "Show and Tell."

A vampire's day

Hi, I'm _____.
Today is _____.

I _____
at _____.

I eat _____
at _____.

I _____
at _____.

It's _____.
It's time for bed.
Good night!

1. When is your favorite time of the day?
2. What do you do before bedtime?
3. What else do you want to do as a vampire?

Unit 8 • 41

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.

Contents



Unit 1	I want a sandwich.		6
	What do you want? I want a sandwich.	fish / chicken / noodles / rice / sandwich / juice / milk / ice cream	
Unit 2	How many cups do you have?		10
	How many cups do you have? I have three cups.	plate / bowl / glass / cup / spoon / fork / knife / teapot	
Unit 3	How much is this?		14
	How much is this? It's five dollars.	umbrella / gloves / glasses / sunglasses / backpack / scarf / watch / raincoat	
Unit 4	Review - Show and Tell Mr. Bear's special day		18

Unit 5	What day is it today?		24
	What day is it today? It's Monday.	Sunday / Monday / Tuesday / Wednesday / Thursday / Friday / Saturday	
Unit 6	What time is it?		28
	What time is it? It's ten o'clock.	three o'clock / six ten / four thirty / nine twenty / eight fifteen / seven fifty-five / twelve o'clock / two forty-five	
Unit 7	When do you get up?		32
	When do you get up? I get up at 7.	get up / take a shower / eat breakfast / go to school / watch TV / do my homework / eat dinner / go to bed	
Unit 8	Review - Show and Tell A vampire's day		36



Unit 9	Mike is cooking.	42
	What's Mike doing? He's cooking.	eating / cooking / studying / laughing / drawing / drinking / sleeping / talking
Unit 10	It's on the desk.	46
	Where is my notebook? It's on the desk.	in / on / under / in front of / next to / behind
Unit 11	I'm going to the library.	50
	Where are you going? I'm going to the library.	supermarket / restaurant / shopping mall / library / movie theater / hospital / between A and B / across from
Unit 12	Review - Show and Tell At the library	54

Supplementary Material

Review Test 1, 2, 3	64 ~ 69
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Cutouts **71 ~ 72**

Stickers **73 ~ 78**



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?



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.**

Panel 1: Genie: "What do you want to eat?" Boy: "I want **chicken!**"

Panel 2: Genie: "What do you want to drink?" Boy: "I want **milk!**"

Panel 3: Genie: "I also want **ice cream!**"

Panel 4: Boy: "Yummy!"

▶ What do you want for dinner?

Pair

A Look and say.



B Listen and number.  



What do you want?



I want chicken, rice, and milk!

Speaking Playground

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.

What do you want?

I want rice, fish, noodles, milk, and ice cream.

We want the same foods!



_____ and I want the same foods!


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?



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.**

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!

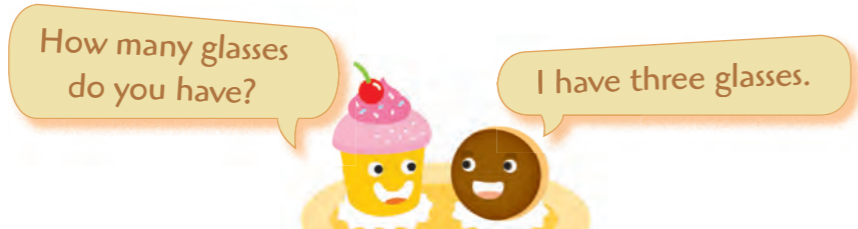
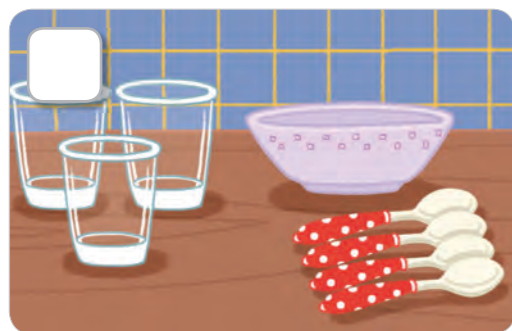
► What are the mice doing?

Pair

A Look and say.



B Listen and number.



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"/>		=	<u>3</u>	<input type="checkbox"/>		=	<u> </u>
<input type="checkbox"/>		=	<u> </u>	<input type="checkbox"/>		=	<u> </u>
<input type="checkbox"/>		=	<u> </u>	<input type="checkbox"/>		=	<u> </u>
<input type="checkbox"/>		=	<u> </u>	<input type="checkbox"/>		=	<u> </u>

How much is this?

• Talking about shopping

Warm Up

A Listen and chant.

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."

Think & Say
What do you want to buy? Point and say.

A Listen and stick. Then, say.

1.  []	2.  []	3.  []	4.  []
5.  []	6.  []	7.  []	8.  []

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

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?

Pair

A Look and say.



How much is this scarf?

It's \$3.

B Listen and match.



How much are these gloves?

They're \$6.



Speaking Playground

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!

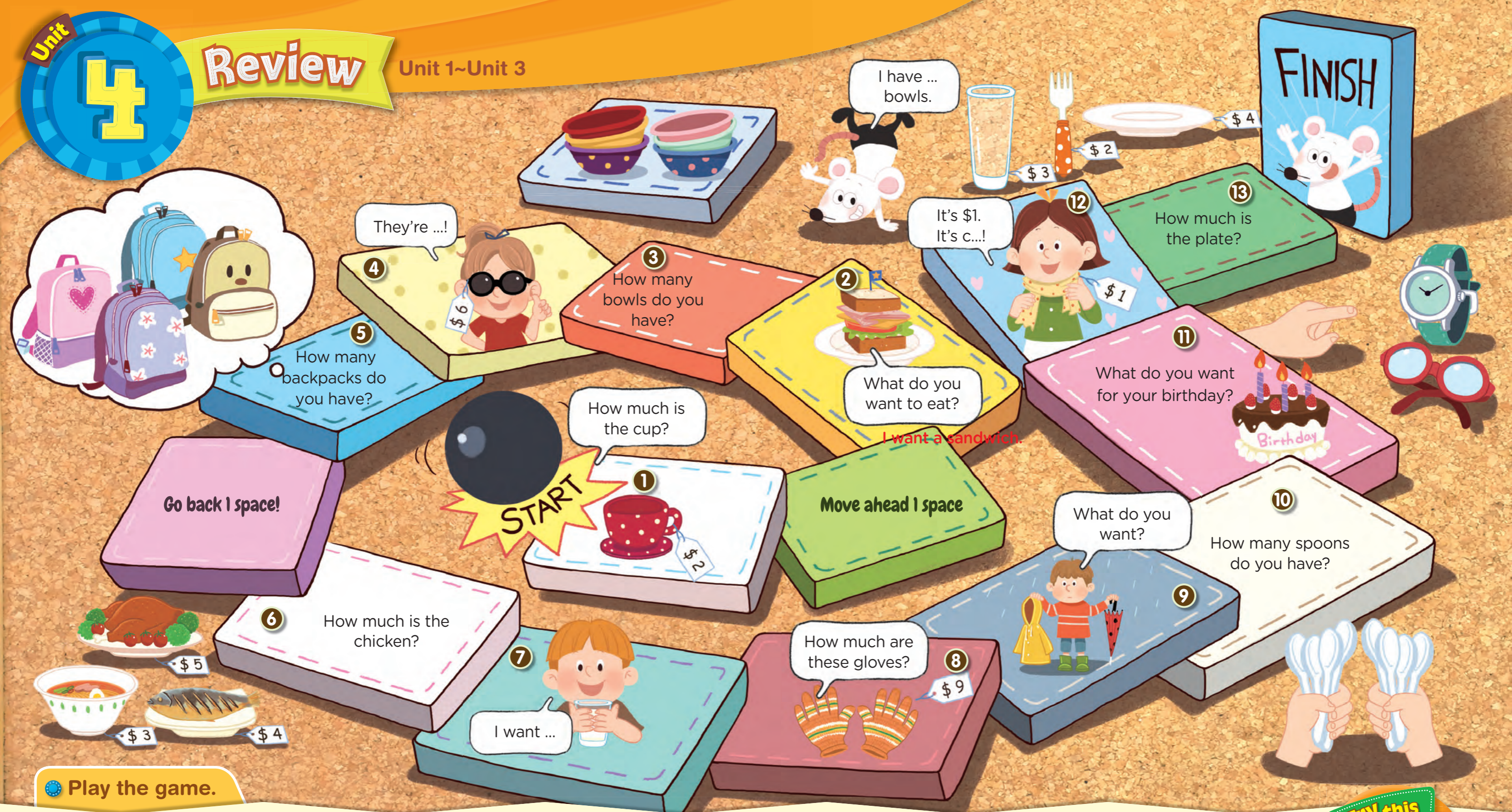
It's expensive!



Step 2

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

Item	Price	Cheap or Expensive
	\$	<input type="checkbox"/> cheap <input type="checkbox"/> expensive
	\$	<input type="checkbox"/> cheap <input type="checkbox"/> expensive
	\$	<input type="checkbox"/> cheap <input type="checkbox"/> expensive



Play the game.

Instructions 1 Work in pairs or groups.

2 Take turns flipping a coin and moving.
(Heads = 1 space Tails = 2 spaces)

3 Make sentences or ask and answer the questions.

4 The person or group who finishes first is the winner.

Try this
How much is the fish? Is it expensive?

Show and Tell



Prepare

A Look and write.

1.



There's a _____, a _____
and a _____.

plate / bowl / spoon / fork / knife

2.



Julie wants _____ and

fish / chicken / noodles / rice

a glass of _____

juice / milk

3.



She also wants _____.

an umbrella / gloves / a scarf
/ a watch / sunglasses

4.

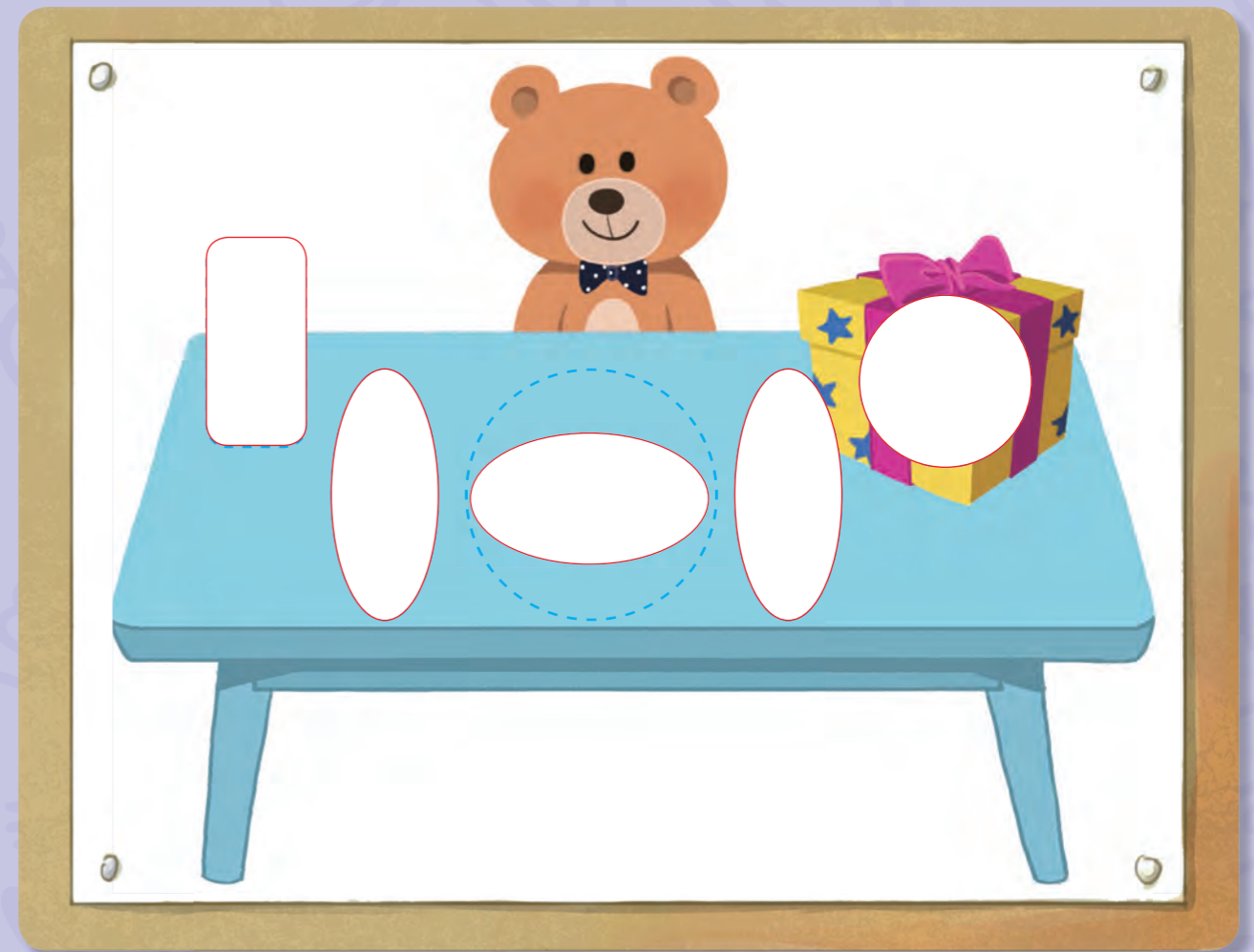


It's \$8. It's very _____!

cheap / expensive

B Listen and check. T17

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



Mr. Bear's special day

There's a _____, a _____ and

a _____. Mr. Bear wants _____

and a glass of _____. He also wants

_____ as his present.

It's/They're \$ _____. It's/They're very

_____!

It's your turn

Step 1

Choose and stick three kitchen items on the table. 🍌🍌🍌

Step 2

Choose and stick food, a drink, and a present for Mr. Bear. 🍌🍌🍌

Step 3

Write about Mr. Bear's special day.

Step 4

Show it to the class and tell about it.

There's
a ...



Tell me more!

😊 Listen to your friends and ask them the questions.

1. How does Mr. Bear feel?
2. Why did you choose the present for Mr. Bear?
3. What food do you want for your special day?

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?

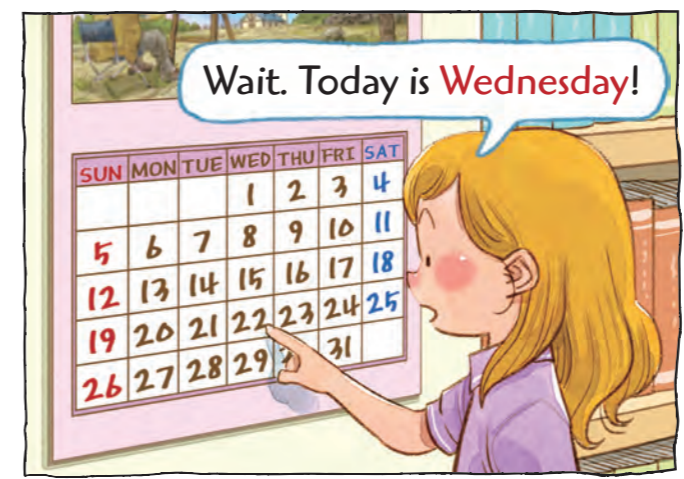
A Listen and stick. Then, say.  T20

1. 2. 3. 4.



5. 6. 7.

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



► What do you do on Tuesday?

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.

Speaking Playground

Step 1 Choose five days and stick activities on them. 

_____ '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

_____ 's schedule

Sun	Mon	Tue	Wed	Thu	Fri	Sat

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

• 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

A Listen and stick. Then, say. T25

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. T26



► What time is it in each scene?

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

What time is it?

It's time for science class.



It's ten forty.

B Listen and match.

-
-
-
-



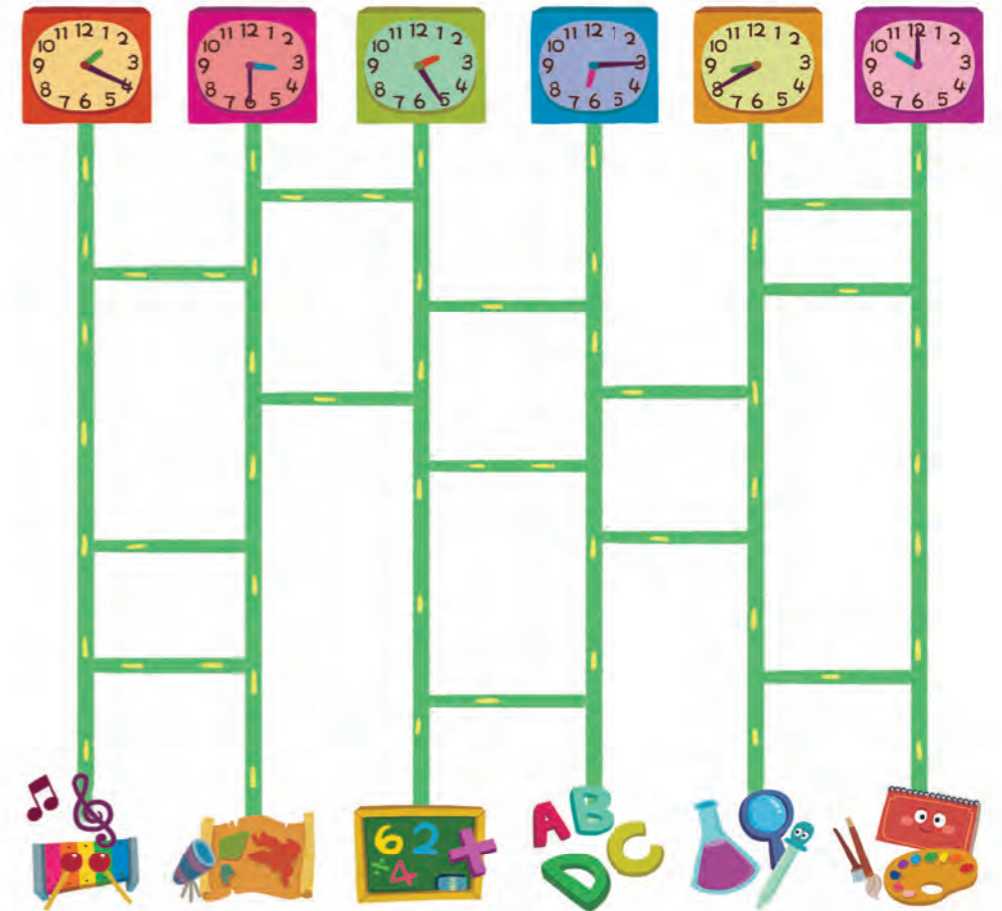
What time is it?

It's 1:30.

Speaking Playground

Step 1

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



What time is it?

It's time for art class.

It's one twenty.

Step 2

Write the time for each school subject.

School Subject	Time
English	
Math	
Science	

School Subject	Time
Music	
History	
Art	

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.

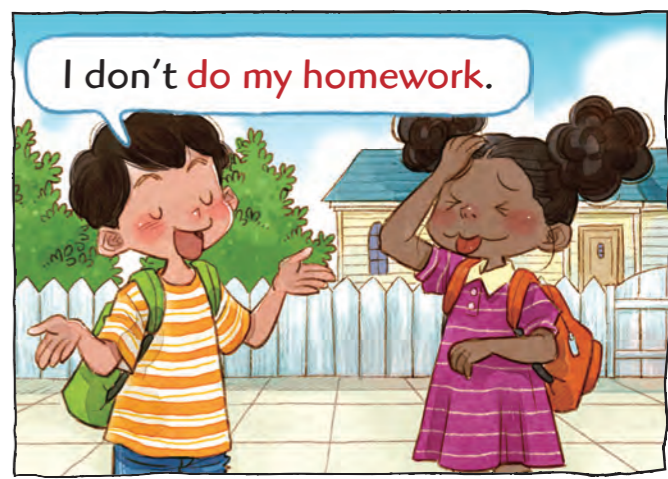
Think & Say
Draw the time for each picture and say it again.

B Chant again. Do all the actions.  T29

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



► When do you do your homework?

Pair

A Look and say.

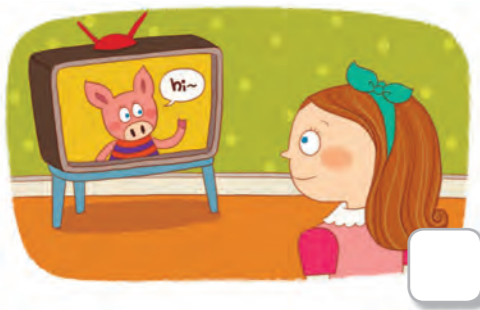
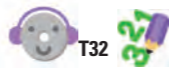


When do you **get up**?

I **get up** at 7:50.

I **get up** at 7:15.
How about you?

B Listen and number in the correct order.



When do you watch TV?

I watch TV at 7:30.

Speaking Playground

Step 1

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

go to bed

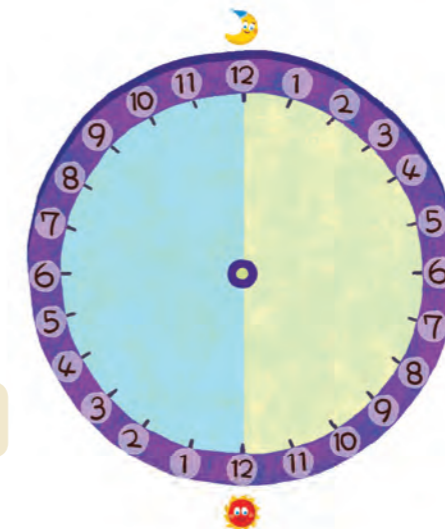
watch TV

do homework

get up

go to school

eat lunch



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

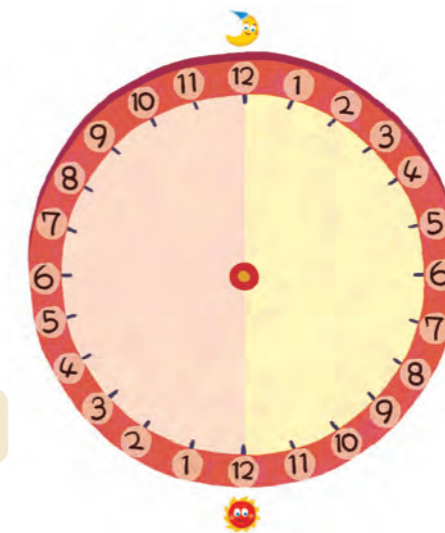
watch TV

do homework

get up

go to school

eat lunch



Unit 8

Review

Unit 5~Unit 7

Monday

Tuesday

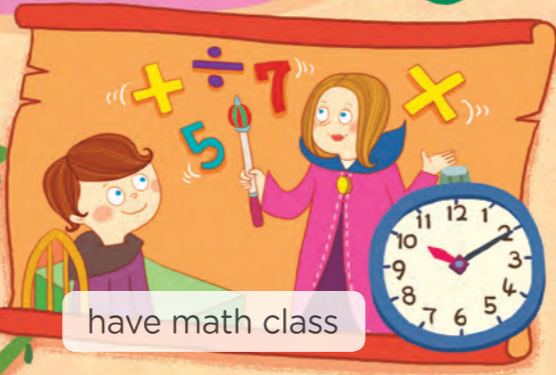
Wednesday

Thursday

Friday

Saturday

Sunday



Look at the picture and practice.

1. What day is it today?

...

2. ...

It's 8:15.

3. When do you get up?

...

Try this
When do you go to bed on the weekend?

Show and Tell



Prepare

A Look and write.



Hi, I'm Coco.
Today is _____.



I _____ at _____.
get up / take a shower / go to school



I _____ at _____ o'clock.
eat breakfast / eat lunch / eat dinner



I _____ at _____
do my homework /
watch TV / play baseball

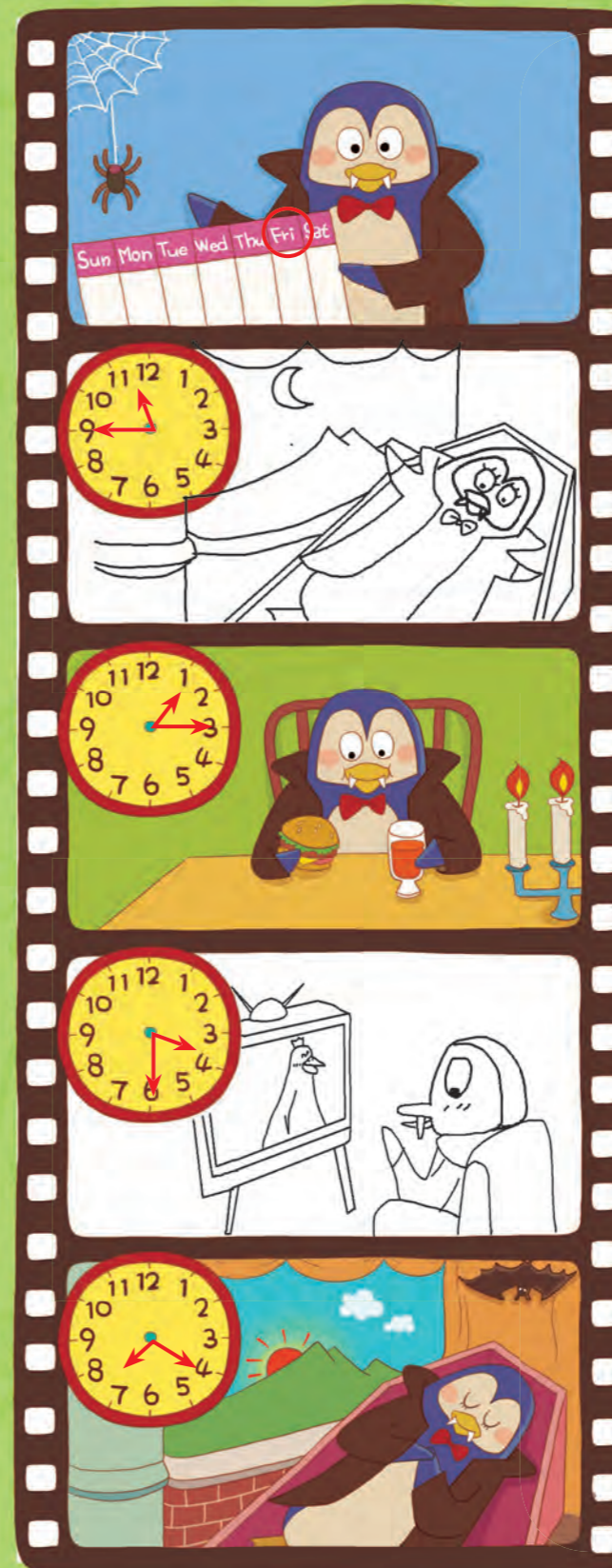


It's _____ : _____.
It's time for bed. Good night!

B Listen and check. T33

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

A vampire's day



Hi, I'm _____.

Today is _____.

I _____

at _____ : _____.

I eat _____

at _____ : _____.

I _____

at _____ : _____.

It's _____ : _____.

It's time for bed.

Good night!

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.

Hi, I'm ...



Tell me more!

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

1. When is your favorite time of the day?
2. What do you do before bedtime?
3. What else do you want to do as a vampire?

• 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!**

Everybody's happy
 at the park! **x2**



Think & Say
 Find each person in the picture and write their name.

B Sing again. Do all the actions. T35

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

 Look! What's he doing?	 He's eating some food!
 No, he's drinking some water! Um ...	 Oh! He's cooking! It smells delicious!

► What do you think Boogie is cooking?

Pair

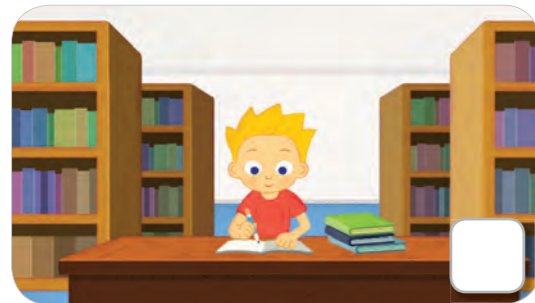
A Look and say.



What's the **grandpa** doing?

He's **cooking**.

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.

Student A



Step 2

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

What's **Emily** doing?

She's **drinking**.



Step 3

Who is different in the picture? Write their names.

Three empty rectangular boxes for writing names.

• 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?



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"/>

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!

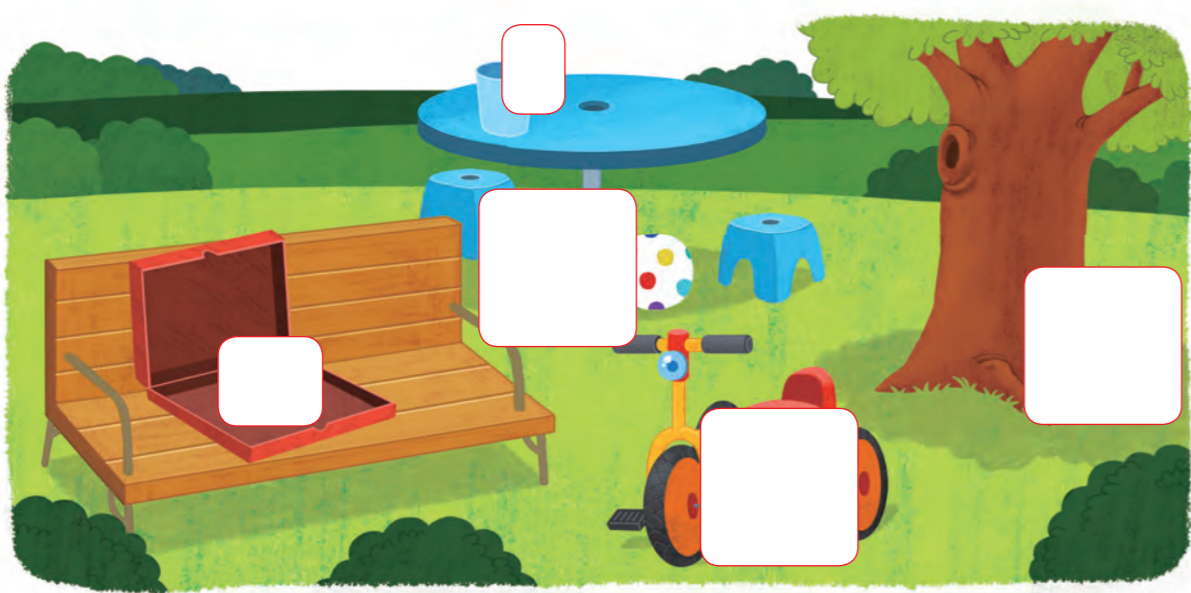
► Where's your notebook now?

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?

Unit **11**

I'm going to the library.

• Talking about places

Warm Up

A Listen and chant. 

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.



Think & Say
Where is the supermarket in the picture?

B Chant again. Point to the buildings when you hear them. 

A Listen and stick. Then, say. 

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"/>

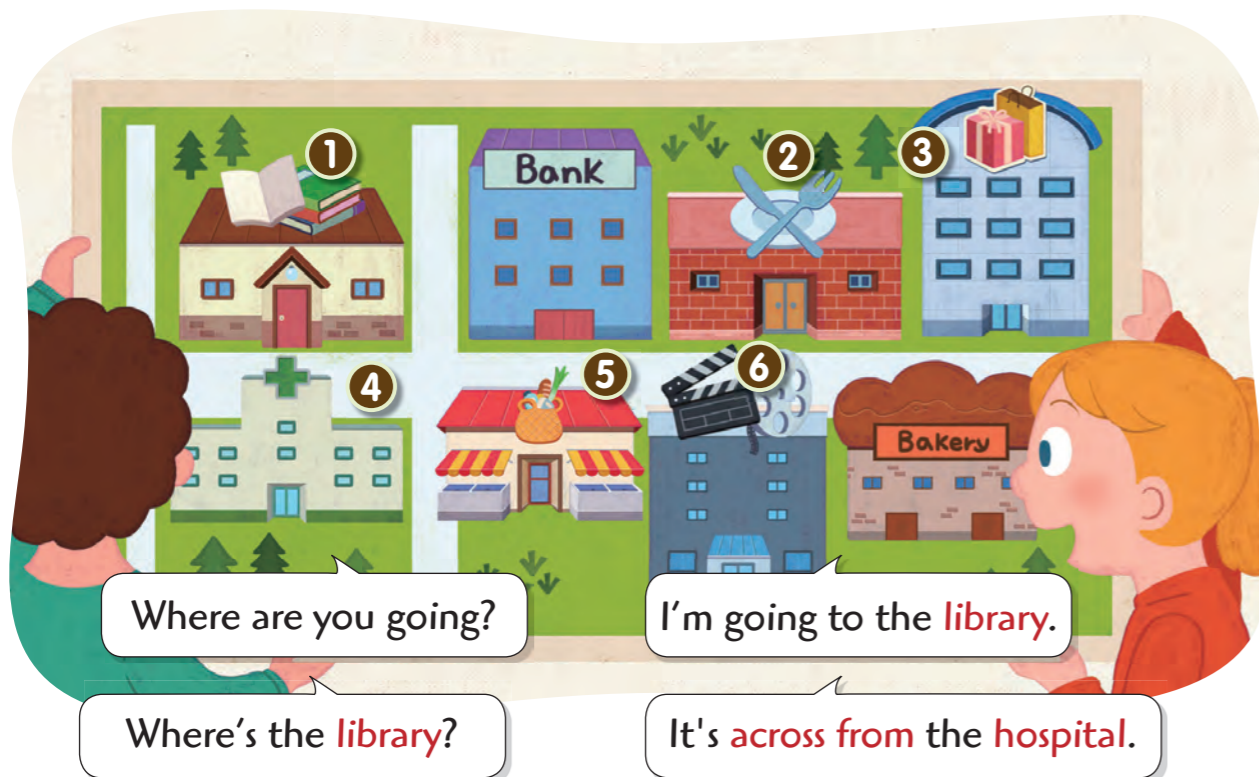
Pair B Listen and say. Then, role-play the conversation. 

<p>Hi, Alex! Where are you going?</p> <p>I'm going to the new movie theater.</p> <p>Where is it?</p>	<p>It's between the library and the hospital.</p> <p>Is it a tall yellow building?</p> <p>Yes, that's it!</p>
---	--

► Where's your school?

Pair

A Look and say.



B Listen and number.  T48 



Where's the bank?

It's next to the toy store.



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.

Student A



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 **12**

Review

Unit 9~Unit 11



Look at the picture and practice.

1. What's **he** doing?
...

2. ...
It's **on** the table.

3. ...
I'm going to the **restaurant**.

Try this
Where's the cat?
What's it doing?

Show and Tell



[Sample Answers]

Prepare

A Look and write.



Lucy and Tim are my best friends.
We're at the _____

restaurant / library / hospital



Lucy is _____

studying / sleeping / drawing



Tim is _____

eating / cooking / drinking



The cat is _____ the
backpack.

on / under / next to



The dog is _____ the ball.

in / behind / in front of

B Listen and check. T49

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

At the



Jenny and Adam are my best friends.

We're at the _____.

Jenny is _____. Adam is _____.

A cat and a dog are here, too.

The cat is _____.

The dog is _____.

It's your turn

Step 1

Write the name of the place.

Step 2

Choose Jenny and Adam and stick their names. 

Step 3

Put the cat and the dog stickers on the picture. 

Step 4

Write about the place and your friends.

Step 5

Show it to the class and tell about it.

Jenny and
Adam are ...



Tell me more!



Listen to your friends and ask them the questions.

1. Who are you in the picture?
2. What are you doing?
3. Do you like the place?

Speaking Playground

Step 1 Choose student A or student B. Ask and answer the questions with your partner. Student A is on page 13.



Student B

How many **bowls** do you have?

I have **three bowls**.

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

<input type="checkbox"/>		=	3	<input type="checkbox"/>		=	_____
<input type="checkbox"/>		=	_____	<input type="checkbox"/>		=	_____
<input type="checkbox"/>		=	_____	<input type="checkbox"/>		=	_____
<input type="checkbox"/>		=	_____	<input type="checkbox"/>		=	_____

Speaking Playground

Step 1 Choose student A or student B. Student A is on page 45.

Student B



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

What's **Emily** doing?

She's **drinking**.

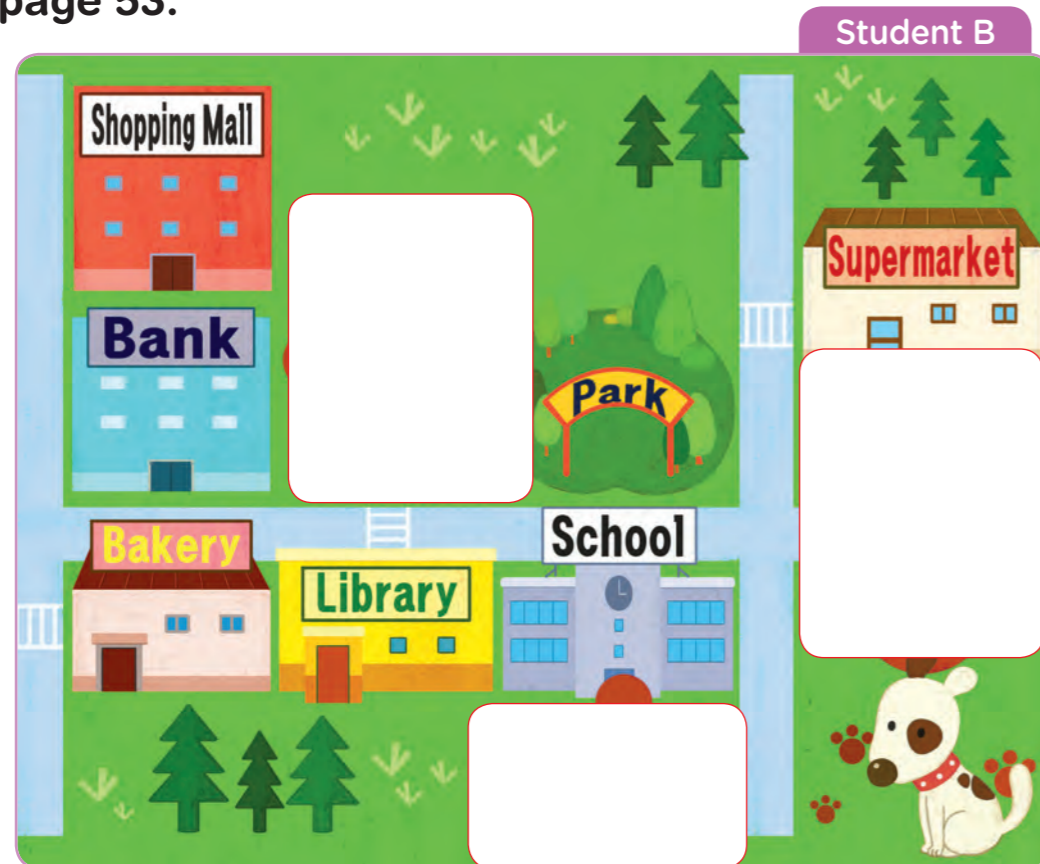
Step 3 Who is different in the picture? Write their names.

Speaking Playground

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

Step 1

Choose Student A or Student B. Student A is on page 53.



restaurant / hospital / movie theater

Step 2

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

Where's the **restaurant**?

It's ...

Step 3

Compare your map to your partner's map.

Supplementary Material



Review Test 1 • Unit 1~ Unit 4

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



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

5. a I want a scarf.

b I want a sandwich.

6. a It's \$10.

b It's very expensive.

7. a I have three spoons.

b I want a spoon.

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

8. a How much is the scarf?

b How much are the gloves?


9. a How many forks do you have?


b How many cups do you have?

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





13. Listen and complete the dialog. 

: How much is this _____?

: It's \$8.

: It's _____! How much is this umbrella?

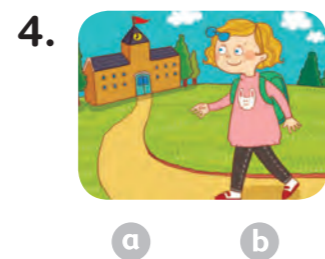
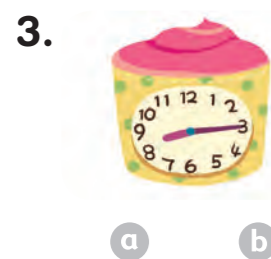
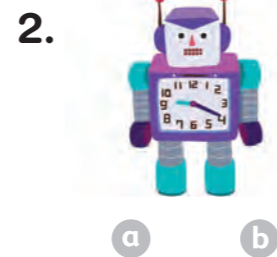
: It's \$3.

: It's _____. I'll take it!

Now, I still have \$2. I can buy _____!

Review Test 2 • Unit 5 ~ Unit 8

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



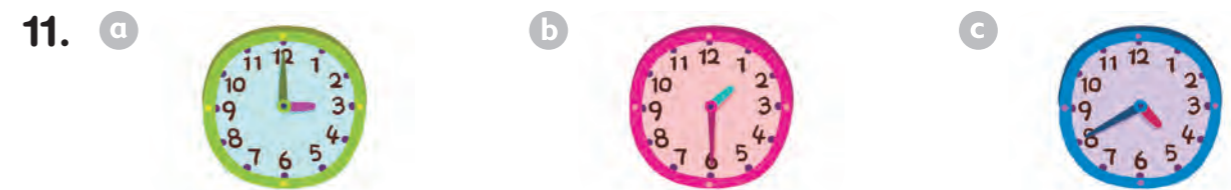
[5-7] Listen and circle the correct responses.  T56

5. a It's Friday. 6. a It's time for English class.
 b I play soccer today. b It's six ten.
7. a I get up at 7.
 b I go to bed at 10.







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

8. a What do you do on Saturday?
 b When do you read books?
9. a What time is it?
 b When do you eat breakfast?

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



13. Listen and complete the dialog.  T59

-  : What time is it?
 : It's one _____.
 : It's time for _____ class.
 : After that, we go home!
 What do you _____ after school?
 : I do my _____. How about you?
 : I play baseball. It's my favorite sport!

Review Test 3 • Unit 9 ~ Unit 12

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

1.



a b

2.



a b

3.



a b

4.



a b

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

5. a She's cooking dinner.

6. a It's on the bed.

b They're in the kitchen.

b He's sleeping.

7. a It's under the table.

b It's across from the supermarket.

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

8. a Where's my notebook?

9. a Where are you going?

b Where are my crayons?

b What's he doing?

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

10. a



b



c



11. a



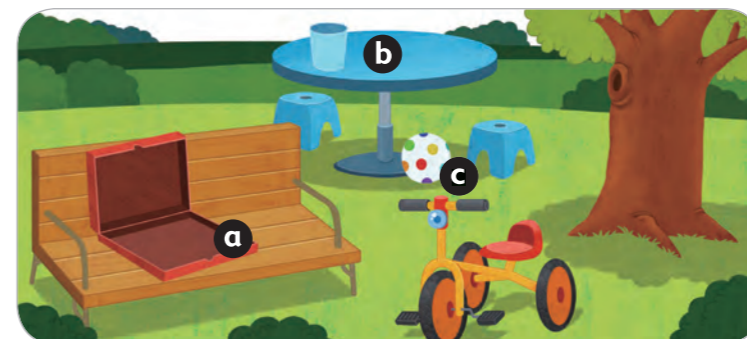
b



c



12.



13. Listen and complete the dialog. 

 : What's Mom doing?


 : She's _____ on the phone.

 : I can't find my socks. Where are they?

 : They're _____ your bed.

 : Oh, here they are.

 : I'm bored. Let's go to the _____.

 : Great. Let's go!