

Everyone



Speak!

Kids

3

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

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?
.....

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
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Unit 3	How much is this?		14
	How much is this? It's five dollars.	umbrella / gloves / glasses / sunglasses / backpack / scarf / watch / raincoat	
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Unit 9	Mike is cooking.	42
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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?

[Sample Answer]
 I eat a sandwich and orange juice.

A Listen and stick. Then, say.

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

Pair

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



▶ What do you want for dinner?

[Sample Answer] I want fish and ice cream for dinner.

Pair

A Look and say.



B Listen and number.  



What do you want?



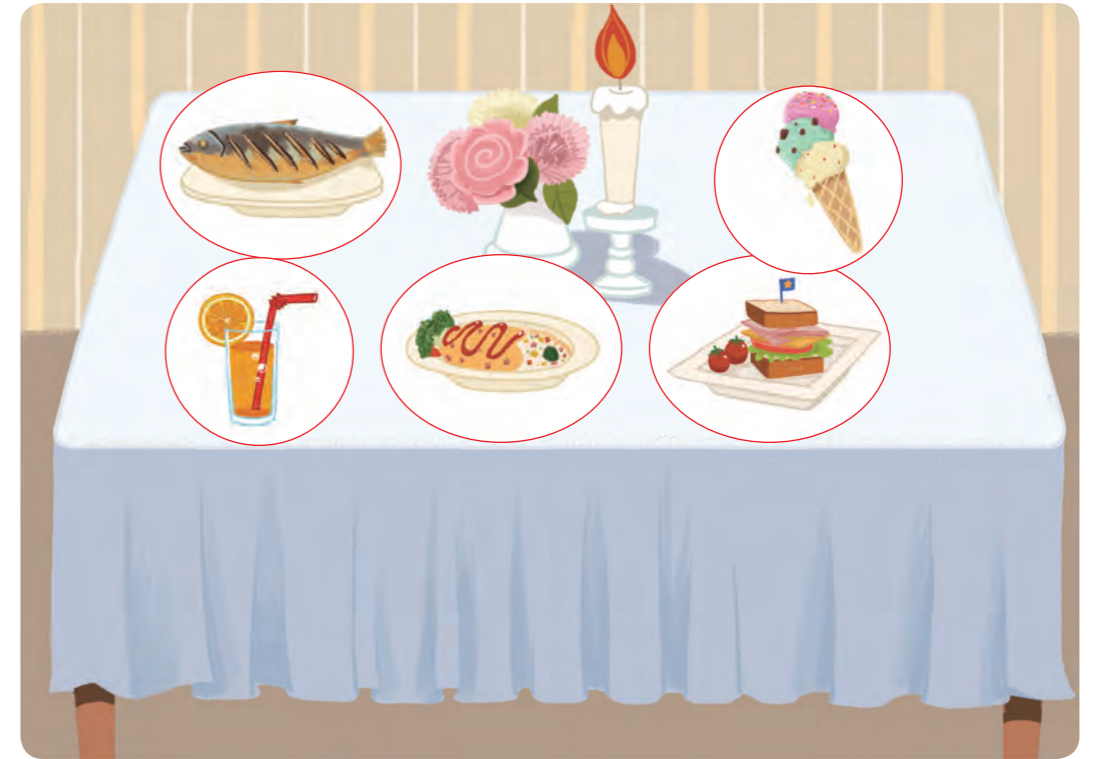
I want chicken, rice, and milk!

Speaking Playground

[Sample Answers]

Step 1

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



Step 2

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

What do you want?

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

We want the same foods!



James 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**.



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

Think & Say

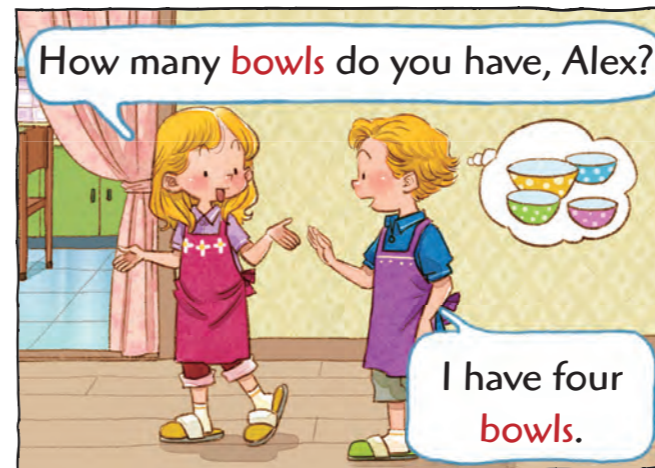
What do you usually
use when you eat?

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

A Listen and stick. Then, say.

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

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



► What are the mice doing?

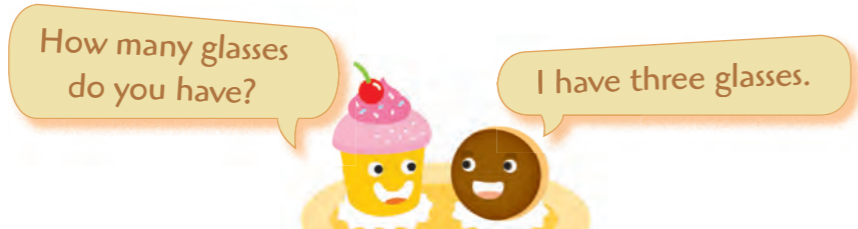
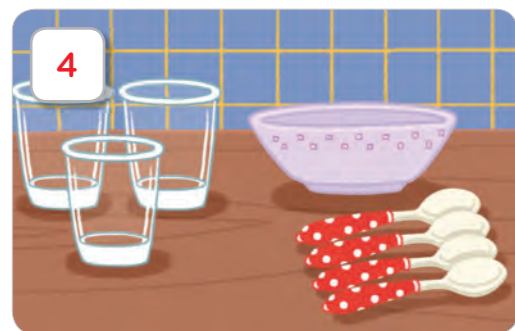
[Sample Answer] They're jumping into the water.

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.

Student A



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

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**.



sale

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

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

B Chant again. Make your own gestures for "cheap" and "expensive."

A Listen and stick. Then, say.

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

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



► How does Boogie feel?
[Sample Answers] He's happy/excited.

Pair

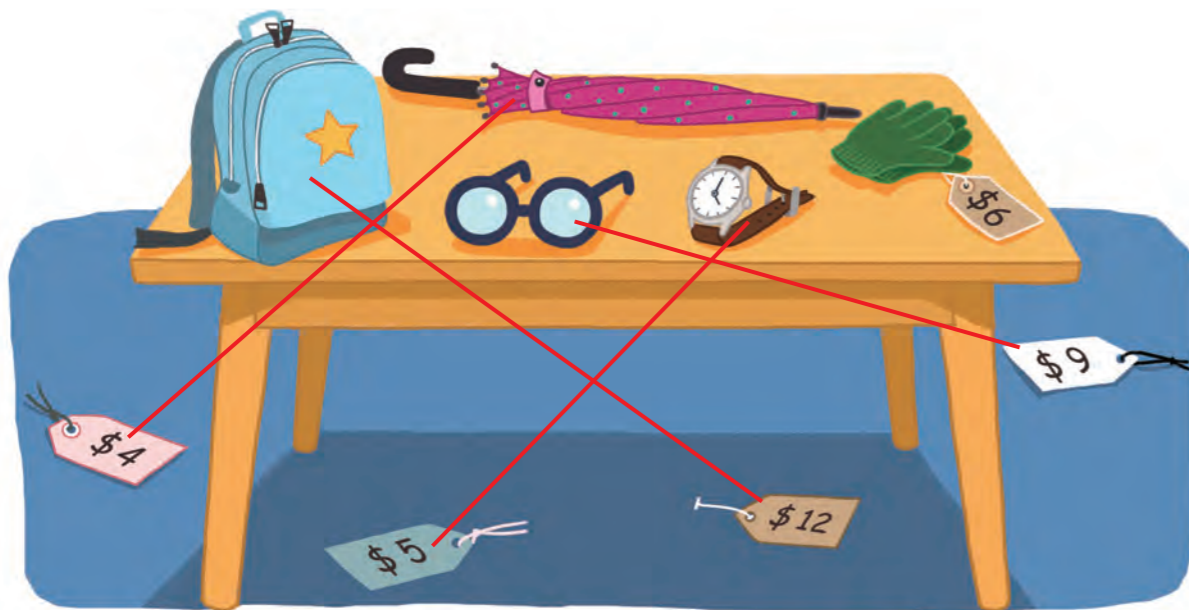
A Look and say.



It's \$3.

How much is this scarf?

B Listen and match.  T16 



How much are these gloves?

They're \$6.



Speaking Playground

[Sample Answers]

Step 1

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



How much is this backpack?

It's \$15!

It's expensive!



Step 2

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

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



They're six dollars.

They're ...!

4



\$6

How many backpacks do you have?

I have four backpacks.

5

Go back 1 space!

6

How much is the chicken?

It's five dollars.



7

I want ...

I want milk.



How much is the cup?

It's two dollars.

1



START

How many bowls do you have?

I have six bowls.

3



I have ... bowls.

It's cheap.

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

2

What do you want to eat?

I want a sandwich.



What do you want for your birthday?

I want a watch.

11



How much is the plate?

It's four dollars.

13

FINISH



What do you want?

I want an umbrella.

9



How many spoons do you have?

I have eight spoons.

10



How much are these gloves?

They're nine dollars.

8



Move ahead 1 space

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?

[Sample Answer]

It's \$4. It's cheap.

Show and Tell



Prepare

A Look and write.

1.



There's a bowl , a fork
and a spoon .

plate / bowl / spoon / fork / knife

2.



Julie wants rice and
a glass of juice .

fish / chicken / noodles / rice
juice / milk

3.



She also wants a scarf .

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

4.



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

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 fork , a knife and

a plate . Mr. Bear wants chicken

and a glass of milk . He also wants

 a watch as his present.

It's/They're \$ 10 . It's/They're very

 expensive !

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 ...



[Sample Answers]

Tell me more!

😊 Listen to your friends and ask them the questions.

1. How does Mr. Bear feel?

He's happy.

2. Why did you choose the present for Mr. Bear?

I chose it because I like it.

3. What food do you want for your special day?

I want ice cream for my 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?

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

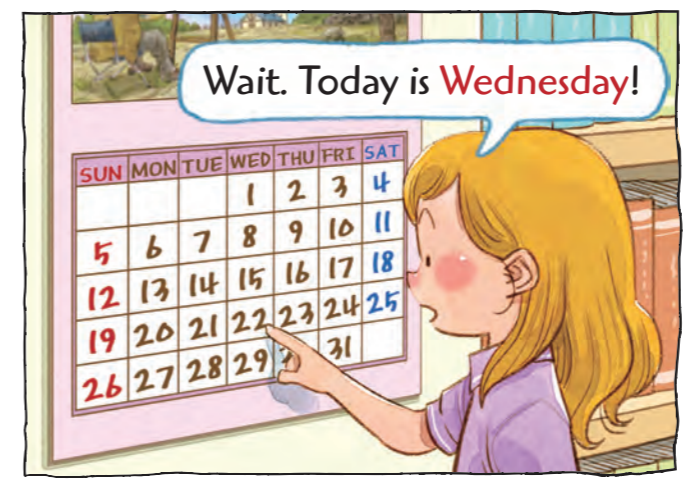
A Listen and stick. Then, say.  T20

- Sunday
- Monday
- Tuesday
- Wednesday



- Thursday
- Friday
- Saturday

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



► What do you do on Tuesday?

[Sample Answers] I have a piano lesson on Tuesday. / I ride my bike on Tuesday.

Pair

A Look and say.

MAY

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

What day is it today? It's **Friday**.

B Listen and circle. T22

1.
 Sunday Monday Tuesday

2.
 Monday Wednesday Friday

3.
 Tuesday Thursday Saturday

4.
 Saturday Sunday Monday

What do you do on Sunday? I ride my bike.

Speaking Playground

[Sample Answers]

Step 1 Choose five days and stick activities on them.

Jenny's schedule

Sun	Mon	Tue	Wed	Thu	Fri	Sat

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

What day is it today? It's **Thursday**.

What do you do on **Thursday**? I

I watch movies on **Thursday**.

Nick's schedule

Sun	Mon	Tue	Wed	Thu	Fri	Sat

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

• 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!



Think & Say
What time is it now?

[Sample Answer]

It's eleven o'clock.

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

A Listen and stick. Then, say. T25

- | | | | |
|--|---|---|---|
| 1.  three o'clock | 2.  six ten | 3.  four thirty | 4.  nine twenty |
| 5.  eight fifteen | 6.  seven fifty-five | 7.  twelve o'clock | 8.  two forty-five |

Pair

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



► What time is it in each scene?

[Sample Answers] Scene1: It's three thirty.
Scene3: It's four ten.

Scene2: It's three thirty five. Scene4: It's four fifteen. Unit 6 • 29

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.  T27 

1.  **A**  **a** 

2.  **B**  **b** 

3.  **C**  **c** 

4.  **D**  **d** 

What time is it?

It's 1:30.

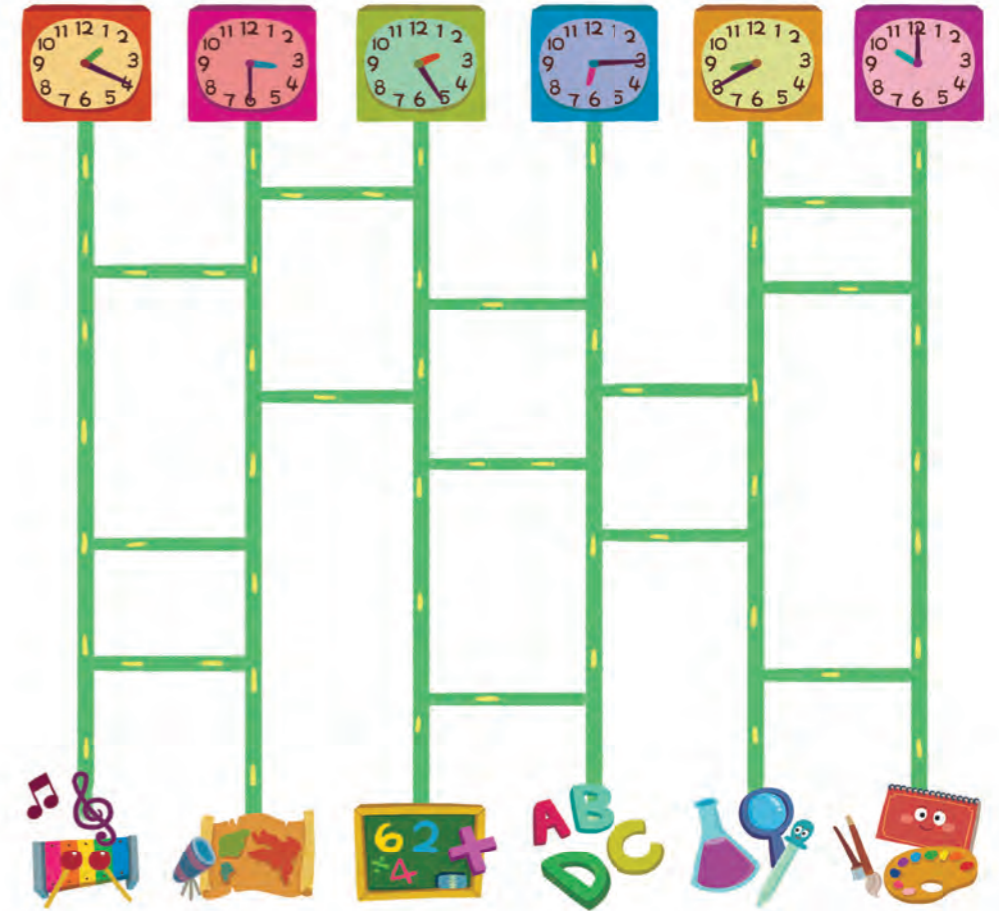


Speaking Playground

[Sample Answers]

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	8:40
Math	3:30
Science	10:00

School Subject	Time
Music	2:25
History	6:15
Art	1:20

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.

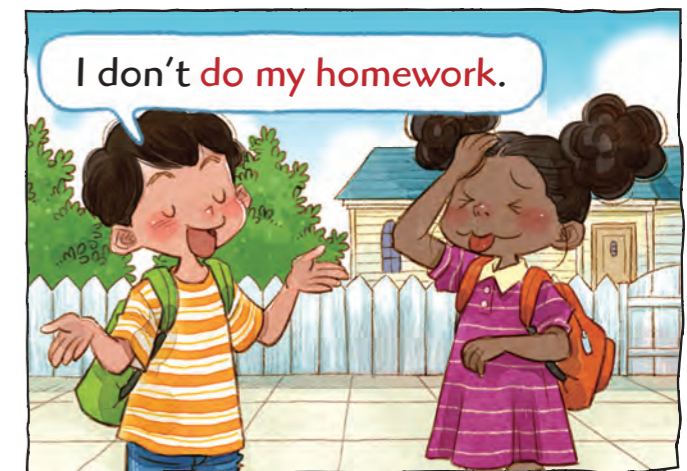
Think & Say
Draw the time for each picture and say it again.

B Chant again. Do all the actions. T29

A Listen and stick. Then, say. T30

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

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



► When do you do your homework?

[Sample Answer] I **do my homework** at five o'clock.

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

[Sample Answers]

Step 1

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

go to bed

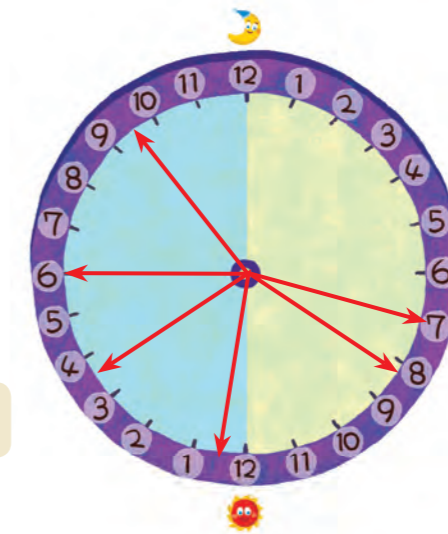
9:30

watch TV

6:00

do homework

3:30



get up

7:00

go to school

8:10

eat lunch

12:30

Step 2

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

When do you **get up**?

I **get up** at 7:20.

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

go to bed

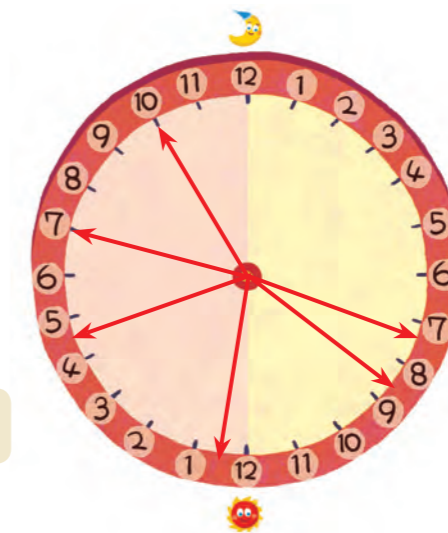
10:00

watch TV

7:00

do homework

4:30



get up

7:20

go to school

8:30

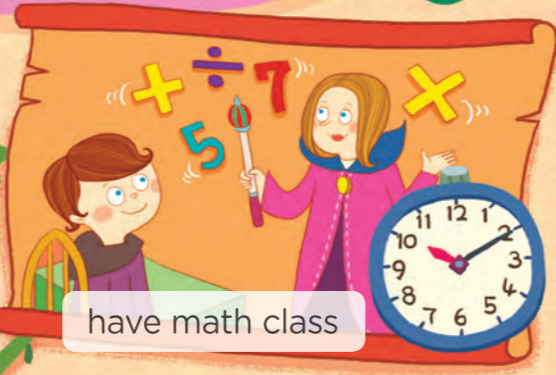
eat lunch

12:30

Unit 8

Review

Unit 5~Unit 7



Look at the picture and practice.

1. What day is it today?

[Sample Answers]
It's Wednesday/Thursday/
Friday.



2. ...

[Sample Question]
What time is it?

It's 8:15.

3. When do you get up?

[Sample Answer]
I get up at nine thirty.



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

[Sample Answer]
I go to bed at 11 o'clock.

Show and Tell



Prepare

A Look and write.



Hi, I'm Coco.
Today is Tuesday.



I get up at 4:30.
get up / take a shower / go to school



I eat breakfast at 6 o'clock.
eat breakfast / eat lunch / eat dinner



I do my homework at 3:40.
do my homework / watch TV / play baseball



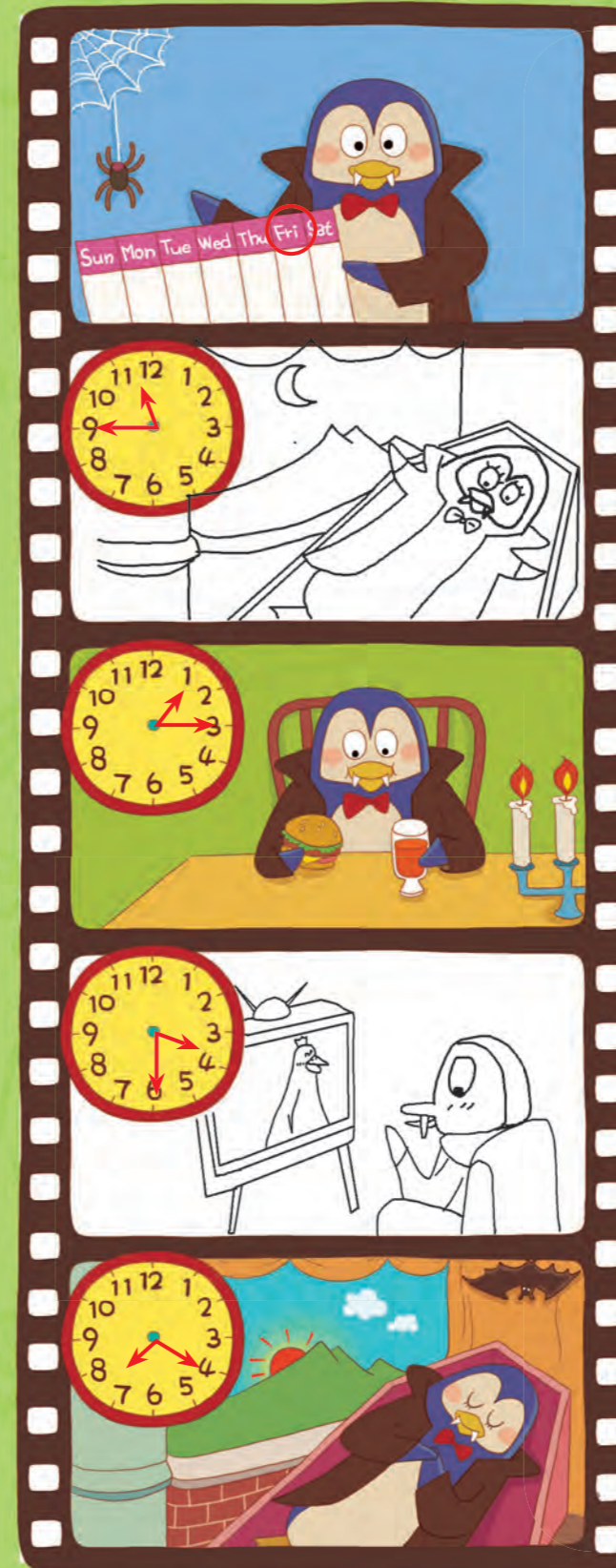
It's 7:45.
It's time for bed. Good night!

B Listen and check. T33

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

A vampire's day

[Sample Answers]



Hi, I'm Penny.

Today is Friday.

I get up
at 11:45.

I eat breakfast
at 1:15.

I watch TV
at 3:30.

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

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 ...



[Sample Answers]

Tell me more!

 Listen to your friends and ask them the questions.

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

Mike is cooking.

• Talking about actions

Warm Up

A Listen and sing. T34

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



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

A Listen and stick. Then, say. T36

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

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



► What do you think Boogie is cooking?
 [Sample Answer] **I think Boogie is cooking noodles.**

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.

Sarah

Tom

James

Unit **10**

It's on the desk.

• Talking about where things are

Warm Up

A Listen and chant. 

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

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







B Chant again. Point where each thing is. 

Think & Say
Try to find more items.
Where is the backpack?

[Sample Answer]
The backpack is on the bed.

Start Up

A Listen and stick. Then, say. 

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

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



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

Pair

A Look and say.



B Listen and stick.

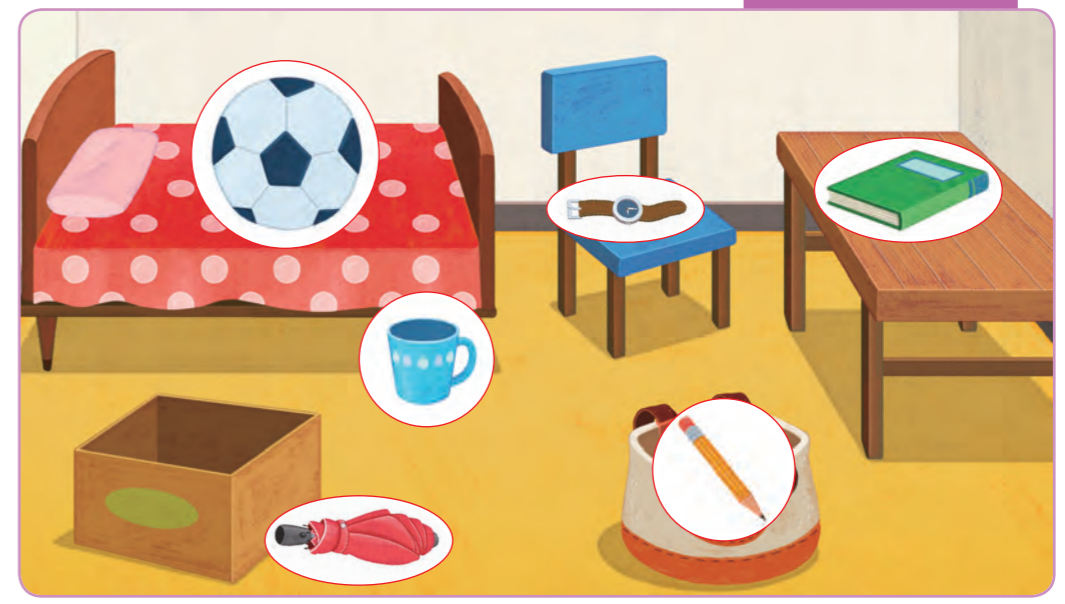


Where's the **ball**?
It's **under the table**.

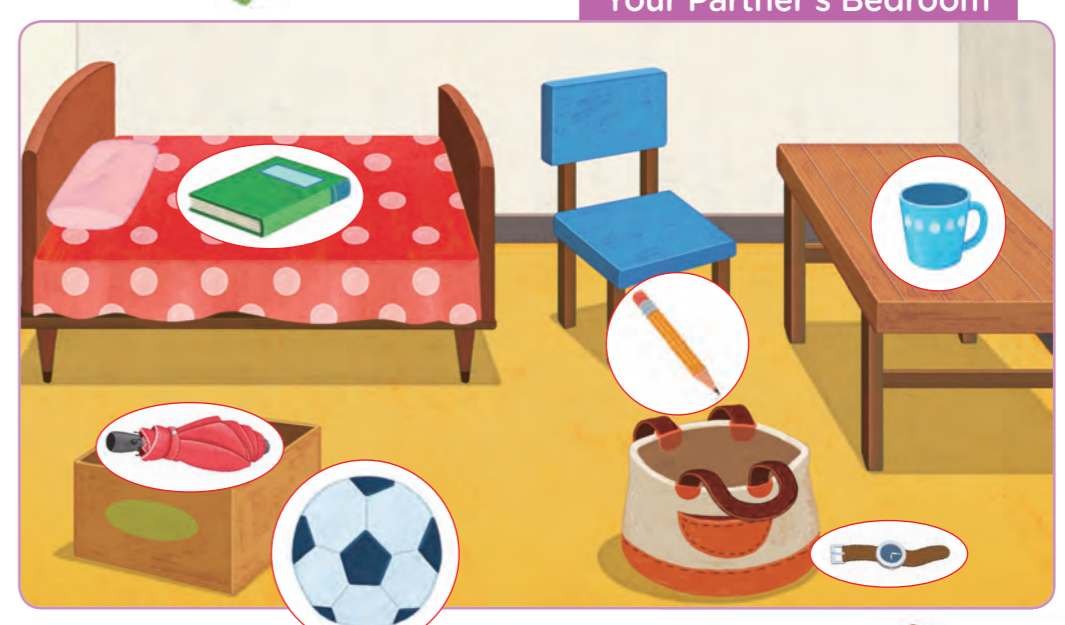
Speaking Playground

[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?

[Sample Answers]
It's next to the restaurant. /
It's across from the movie theater.

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

A Listen and stick. Then, say.

- 1.  supermarket
- 2.  restaurant
- 3.  shopping mall
- 4.  library
- 5.  movie theater
- 6.  hospital
- 7.  between A and B
- 8.  across from

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



► Where's your school?

[Sample Answers] It's next to the library.
It's across from the restaurant.

Pair

A Look and say.



B Listen and number.  




Speaking Playground

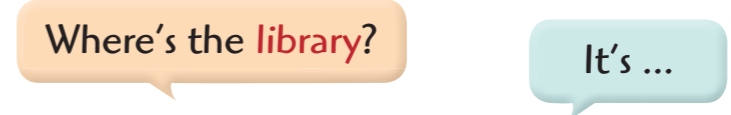
A dog walked on the map. What buildings are under its footprints?

Step 1 Choose Student A or Student B. Student B is on page 62.



library / supermarket / shopping mall

Step 2 Ask and answer the questions with your partner. Stick and complete your map. 



Step 3 Compare your map to your partner's map.



library

shopping mall

hospital

restaurant

talking

in front of

cooking

drinking

on

eating

drawing

between

under

next to

Look at the picture and practice.

1. What's he doing?

[Sample Answer]
He's cooking.

...

2. ...

[Sample Question]
Where's the bird?

It's on the table.

3. ...

[Sample Question]
Where are you going?

I'm going to the restaurant.

Try this

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

[Sample Answer]
It's under the car. It's sleeping.

Show and Tell



[Sample Answers]

Prepare

A Look and write.



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

restaurant / library / hospital



Lucy is drawing.

studying / sleeping / drawing



Tim is drinking.

eating / cooking / drinking



The cat is next to the
backpack.

on / under / next to



The dog is behind the ball.

in / behind / in front of

B Listen and check. T49

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



Jenny and Adam are my best friends.

We're at the hospital.

Jenny is drawing. Adam is talking.

A cat and a dog are here, too.

The cat is under the table.

The dog is in the box.

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 ...



[Sample Answers]

Tell me more!



Listen to your friends and ask them the questions.

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

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"/>		=	<u> 3 </u>	<input checked="" type="checkbox"/>		=	<u> 3 </u>
<input checked="" type="checkbox"/>		=	<u> 5 </u>	<input type="checkbox"/>		=	<u> 6 </u>
<input checked="" type="checkbox"/>		=	<u> 7 </u>	<input type="checkbox"/>		=	<u> 5 </u>
<input type="checkbox"/>		=	<u> 3 </u>	<input checked="" type="checkbox"/>		=	<u> 2 </u>

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.



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

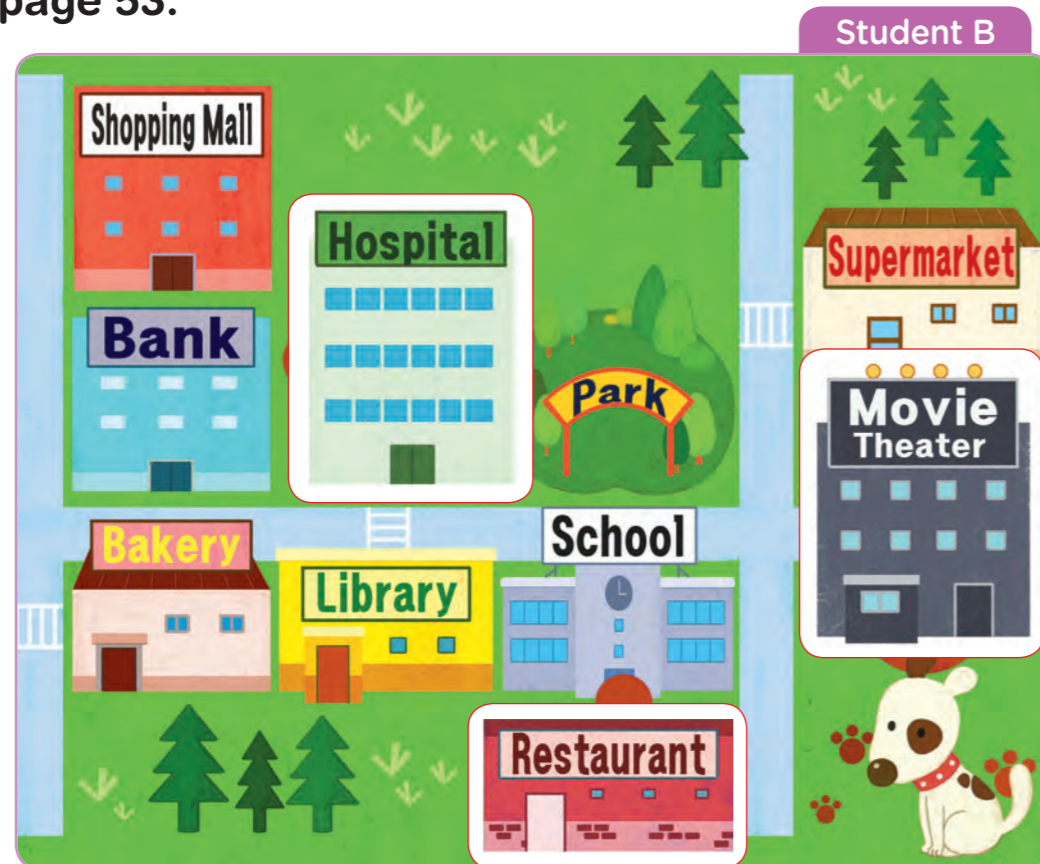
Sarah	Tom	James
-------	-----	-------

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

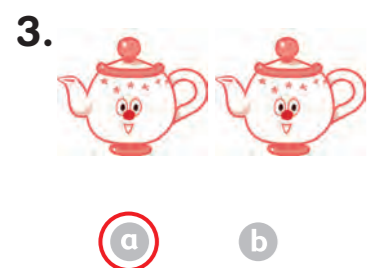
Compare your map to your partner's map.

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. 

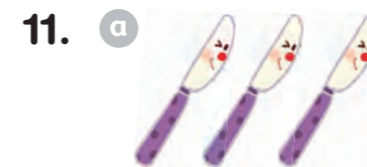
8. a How much is the scarf?

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 umbrella?

: It's \$8.

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

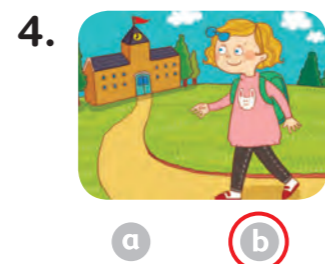
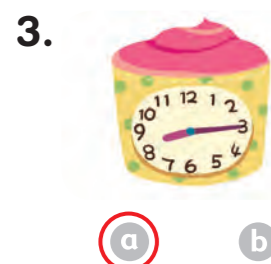
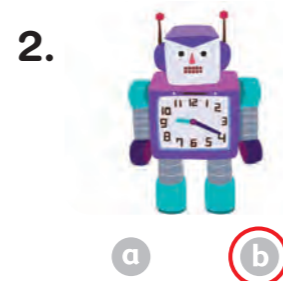
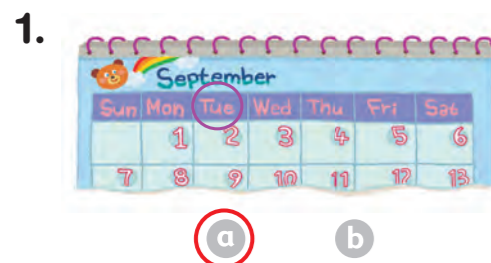
: It's \$3.

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

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

Review Test 2 • Unit 5 ~ Unit 8

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



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

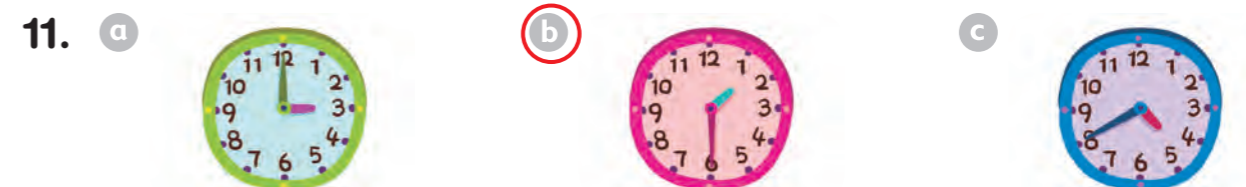
5. a It's Friday. 6. a It's time for English class.
 b I play soccer today. b It's six ten.

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 fifteen .
: It's time for music class.
: After that, we go home!
 What do you do after school?
: I do my homework . 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.



b



c



11.



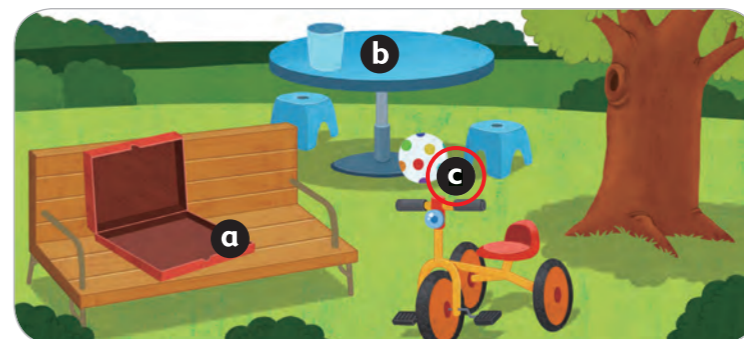
b



c



12.



13. Listen and complete the dialog. 


 : What's Mom doing?


 : She's talking on the phone.

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

 : They're next to your bed.

 : Oh, here they are.

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

 : Great. Let's go!