

R: **Unit 1. Learning in school.**

**The clock says.**

Dorothy is teaching her little sister Sammi how to tell time. Listen to Dorothy and help Sammi to mark on the clocks. There is one example.

F: The clock says 4:30.

R **Do you see the hands on the clock. This is an example. Now you listen and mark on the clocks.**

R **One**

F: The clock says 12:25.

R **Two**

F: The clock says 9:45.

R **Three**

F: The clock says 6:30.

R **Four**

F: The clock says 5:15.

R **Five**

F: The clock says 2:05.

R **Now listen again.**

**That is the end of this exercise.**

**R** Unit 1. Learning in school.  
My classroom.  
Look at the picture. Listen and look. There is one example.

**F** Can you see the desk?

**Mch** Yes, I can.

**F** Good! Put the chair next to the desk.

**Mch** Next to the desk...Okay!

**R** Can you see the line? This is an example. Now you listen and draw lines.

**One**

**F** Now put the ball under the table.

**Mch** Pardon? Where do I put the ball?

**F** Under the table. In front of the board.

**Mch** OK.

**R** **Two**

**F** Can you see two books?

**Mch** Yes, I can.

**F** Put the pencil between them, please.

**Mch** Okay, I can put the pencil between the books.

**R** **Three**

**F** And now, put the bag on the bookcase.

**Mch** The bag?

**F** Yes. Put it on the bookcase.

**Mch** All right. It's done!

**R** **Four**

**M** Where do I put the fish?

**F** Do you see a fish bowl?

**M** Yes, I can see a fish bowl.

**F** Okay, put the fish in the fish bowl.

**M** I am putting the fish in the bowl. It is swimming happily!

**R** **Five**

**F** And now do you see a box of chalk?

**M** Sorry? What?

**F** A box of chalk. Put it in front of the teacher.

**Mch** Yes. OK.

**R** Now listen again. That is the end of this exercise.

**R** **Unit 2. My favourite clothes.**  
**Listen and tick.**

Look at the pictures. Now listen and look. There is one example.

**What's Paul doing?**

Fch Is that Paul?  
Mch Yes, he is.  
Fch Is he playing?  
Mch No. He is reading a book.

**R** **Can you see the tick? Now you listen and tick the box.**

**One. Which is Anna?**

Mch Where's Anna, Mum?  
F Is that her, wearing a skirt?  
Mch No, she's wearing brown trousers.  
F Oh yes, and a red shirt. She looks lovely!

**R** **Two. Which is Anna's favourite handbag?**

Mch Is that a pink handbag, Anna?  
F No, it's yellow.  
Mch Is that your favourite one?  
F No. My favourite's the blue one.

**R** **Three. Where are Dorothy's shoes?**

M What are you looking for, Dorothy?  
Fch I can't find my brown shoes.  
M Are they under the chair?  
Fch No! Oh look. I can see them. They are in the cupboard.

**R** **Four. What's Sammi doing?**

F Is Sammi wearing a dress?  
Mch Yes. She's wearing a purple dress.  
F Is she reading a book?  
Mch No, she's playing with a doll.

**R** **Five. Where is Sammi's scarf?**

Fch Sammi, can I borrow a scarf?  
F Yes, sure! What colour do you want?  
Fch Do you have a pink scarf?  
F Yes, my pink scarf is on the sofa.

**R** **Now listen again. That is the end of this exercise.**

- R:** Unit 2. My favourite clothes.  
Dorothy's picking clothes.  
Look at the picture. Listen and look. There is one example.
- M Can you see a dress on the chair?  
Fch Yes, I can.  
M Right. Now colour it pink.  
Fch Pardon?  
M Colour the dress on the chair pink.
- R** Can you see the pink dress on the chair?  
This is an example. Now you listen and colour.  
**One.**
- M Now do you see a pair of gloves?  
Fch Are they on the table?  
M Yes, they are. Can you colour them brown?  
Fch Brown?  
M That's right.
- R** **Two.**
- M Look at the sandals under the chair?  
Fch OK, I can see them. Can I colour them?  
M Yes. Colour them green.  
Fch OK. Green sandals under the chair.
- R** **Three.**
- M Can you see the jacket next to the dress?  
Fch Pardon? Which jacket?  
M The jacket next to the pink dress on the chair.  
Fch Oh yes. I can see it.  
M Colour it red.  
Fch Right. I'm colouring it red now.
- R** **Four.**
- Fch Look. There's a shirt on the floor.  
M Yes, there is. Colour it black.  
Fch A black shirt on the floor.  
M Yes, that's nice.
- R** **Five.**
- M Can you see the pyjamas between the boxes?  
Fch Yes, I can.  
M Colour them orange.  
Fch Orange pyjamas between the boxes?  
M That's right. Well done! The picture looks good now.
- R** Now listen again. That is the end of this exercise.

**R:** **Unit 3. Colours everywhere.**  
**Where's the scarf?**  
**Look at the picture. Listen and look. There is one example.**  
M Can you see a scarf in the tub?  
Fch Yes, I can.  
M Right. Now colour it blue.  
Fch Pardon?  
M Colour the scarf in the tub blue.

**R** **Can you see the blue scarf in the tub?**  
**This is an example. Now you listen and colour.**  
**One.**  
M Now do you see two scarves on the tree?  
Fch Are they on the branch?  
M Yes, they are. Can you colour them pink?  
Fch Pink?  
M That's right.

**R** **Two.**  
M Look at the scarf on Dorothy.  
Fch OK, I can see it. Can I colour it?  
M Yes. Colour it yellow.  
Fch OK. Yellow scarf on Dorothy.

**R** **Three.**  
M Can you see Paul?  
Fch Yes. He's wearing a jacket.  
M Colour his scarf green.  
Fch Right. I'm colouring it green now.

**R** **Four.**  
Fch Look. There's a scarf on the ground.  
M Yes, there is. Colour it purple.  
Fch A purple scarf on the ground.  
M Yes, that's nice.

**R** **Five.**  
M Can you see the scarf between the shirts on the line?  
Fch Yes. I can  
M Colour it red.  
Fch A red scarf between the shirts?  
M That's right. Well done! The picture looks good now.

**R** **Now listen again. That is the end of this exercise.**

- R:** **Unit 4. Getting around town.**  
**Places in my town.**  
**Look at the picture. Listen and look. There is one example.**
- M Can you see the bank next to the hotel?  
Fch Yes, I can.  
M Right. Now colour it green.  
Fch Pardon?  
M Colour the bank next to the hotel green.
- R** **Can you see the green colour bank next to the hotel?**  
**This is an example. Now you listen and colour.**  
**One.**
- M Now do you see the park at the corner of the street?  
Fch Is it in the right corner?  
M Yes it is. Can you colour it blue?  
Fch Blue?  
M That's right.
- R** **Two.**
- M Look at the mall behind the pharmacy.  
Fch OK, I can see it. Can I colour it?  
M Yes. Colour it red.  
Fch OK. Red mall is behind the pharmacy.
- R** **Three.**
- M Can you see the theatre on the left corner of the street?  
Fch Pardon? Which building?  
M The theatre, that is on the left corner of the street.  
Fch Oh yes. I can see it.  
M Colour it purple.  
Fch Right. I'm colouring it purple now.
- R** **Four.**
- Fch Look. There's a museum, the third building from the bank.  
M Yes there it is. Colour it yellow.  
Fch A yellow museum.  
M Yes, that's nice.
- R** **Five.**
- M Can you see a café near the park?  
Fch Yes. I can  
M Colour it orange.  
Fch An orange café, near the park.  
M That's right. Well done! The picture looks good now.
- R** **Now listen again. That is the end of this exercise.**

**R:** Unit 4. Getting around town.  
Present continuous tense.

Look at the pictures. Now listen and look. There is one example.

**What is Jill doing?**

Fch Is Jill wearing a skirt?

M Yes, she is.

Fch Is she dancing?

M No. She is walking.

**R** Can you see the tick? Now you listen and tick the box.

**One. What are Dorothy and Sammi doing?**

Mch Are Dorothy and Sammi outside?

F Yes, they are.

Mch Are they eating?

F No, they are playing.

**R** **Two. Who is standing next to Dorothy?**

Fch Look. Who's with Dorothy?

Mch The one who's standing?

Fch Yes. Is that Paul?

Mch No. That's Billy the bulb.

**R** **Three. What is Tom eating?**

M Is Tom eating something?

Fch Yes. He is eating berries.

M Are they strawberries?

Fch No! Oh look. They are blueberries.

**R** **Four. What is Lola doing?**

F Is Lola wearing a jacket?

Mch Yes. She's wearing a pink jacket.

F Is she crying?

Mch No, she's dancing.

**R** **Five. Who is swimming with Paul?**

M Is Paul swimming?

F Yes, he is.

M Who is swimming with him? Is it Sammi?

F Yes, it is Sammi swimming with Paul.

**R** **Now listen again. That is the end of this exercise.**

**R:** Unit 4. Getting around town.  
Giving directions.  
Look at the picture. Listen and write a name or a number.  
There are two examples.

F: Hi, I am Anna.  
M: Hi Anna! How do you spell your name?  
F: It's A-N-N-A  
M: A-N-N-A, is that right?  
F: Correct!  
M: How old are you?  
F: I am 12 years old.  
M: Pardon?  
F: 12. I'm 12 years old.  
M: Okay.

**R:** Can you see the answers? Now you listen and write a name or a number.  
**One.**

F: Can you tell me where the bus stop is?  
M: You mean the BUS stop?  
F: Yes, the BUS stop.

**R:** **Two.**  
M: Walk straight on D Street, there you will have to take three left turns.  
F: Sorry, how many left turns.  
M: 3 left turns.

**R:** **Three.**  
F: Okay, then....  
M: Walk straight and you will see a blue building.  
F: A blue building?  
M: Yes, the bus stop is next to that blue building.

**R:** **Four.**  
F: Okay, is there any shop I can buy water from?  
M: Yes, there is a 7-11 right in front of the bus stop.  
F: A 7-11?  
M: Yes you can buy water from there.

**R:** **Five.**  
F: Thank you! I have to take bus No.18 to go home.  
M: Sorry, what bus number?  
F: Number 18.  
M: Okay, you can take the bus at that bus stop.  
F: Thanks again! Bye!

**R** Now listen again. That is the end of this exercise.



**R** Unit 5. Playing with my friends and family.  
At the toy shop.

**Read the question. Listen and write a name or a number.**

**There are two examples.**

M Hello. Welcome to John's Toy Shop

Fch Hello. Is it spelled as J-O-H-N?

M That's right! It's JOHN's Toy Shop.

Fch I want to buy some toys.

M You are looking to buy as a gift?

Fch That's right.

M And how many toys do you want?

Fch Three, please.

M Three gifts?

Fch Yes, they're for my sister.

**R** Can you see the answers? Now you listen and write a name or a number.

**One**

M Do you want dolls or teddy bears?

Fch I'd like two teddy bears, please.

M Two?

Fch Yes, please.

**R** **Two**

Fch And I'd like one big red car, please.

M Sorry, red cars are sold out.

Fch Do you have a black car?

M Is it a black car that you want?

Fch Yes, that's right. It's for my sister. She loves cars.

**R** **Three**

M And what's her name?

Fch Her name is Violet.

M V-I-O-L-E-T?

Fch Yes.

**R** **Four**

M And what's your name?

Fch Grace. G-R-A-C-E.

M That's a beautiful name.

Fch Thanks.

**R** **Five**

M And where do you live?

Fch I live in Friends Street.

M Friends Street? F-R-I-E-N-D-S?

Fch That's right.

M Thanks, Grace. Have a nice day!

Fch You too!

**R** Now listen again. That is the end of this exercise.

**R:** Unit 6. Doing sport in the snow.  
Leisure time.

**Listen and look. There is one example.**

F Can you see the lorry?  
M Yes, I can.  
F Good! Put the cow next to the lorry.  
M Next to the lorry ... OK!

**R** Can you see the line? This is an example.  
**Now you listen and draw lines.**

**One**

F Can you see the signboard?  
M Yes! It's near the girl.  
F Good. Put the red flower under the signboard.  
M Right. I'm doing that now.

**R** **Two**

F Can you see the two trees?  
M Yes, I can.  
F Put the bicycle between them, please.  
M The bicycle between the trees? OK.

**R** **Three**

M And where can I put the fruit basket?  
F Pardon?  
M The fruit basket. Can I put it on the table?  
F On the table? Yes!

**R** **Four**

F There is a big bag on the ground.  
M Yes, there is. Can I put the apple in the big bag?  
F Yes.  
M I'm putting it in the big bag.

**R** **Five**

M There's a girl in this garden too!  
F Yes. Can you put the cap on her head?  
M Sorry? Put the cap on the girl's head?  
F Yes. That's great! Thank you!

**R** **Now listen to again. That is the end of this exercise.**

- R:** **Unit 6. Doing sport in the snow.**  
**A happy rainy day.**  
**Look at the picture. Listen and look.**  
**There is one example.**
- Mch There are a lot of frogs in the park.  
F Yes. They are enjoying the rainy season.  
Look they all have raincoats! And there's one frog on the flower.
- Mch On the flower?  
F Yes. Colour its raincoat pink.  
Mch Pink. OK.
- R** **Can you see the frog with a pink raincoat? This is an example.**  
**Now you listen and colour.**
- One**
- F Look at that lamp post.  
Mch Yes, it's got a big frog on it.  
F Would you like to colour that frog's raincoat?  
Mch Yes, I want to colour it orange.  
F Good. A big frog with an orange raincoat.
- R** **Two**
- F And can you see the bench next to the pond?  
Mch Yes. There's a fat frog on that bench.  
F Colour its raincoat red.  
Mch Red?  
F Yes, please.
- R** **Three**
- F There is a frog on the street.  
Mch Yes. Look at the little frog. He's singing!  
F Oh yes. Have you got a blue crayon?  
Mch Yes.  
F Well, colour its raincoat blue.
- R** **Four**
- Mch Right. What now?  
F Look at that boat. There's a tall frog in it.  
Mch Yes. He's fishing.  
F Let's colour its raincoat yellow.  
Mch Yellow. OK.  
F That's nice.
- R** **Five**
- Mch One of the frogs is on a lotus leaf.  
F Yes, it is. Colour that frog's raincoat for me now.  
Mch Can I do it purple?  
F Yes, purple for the tiny frog on the lotus leaf. Thank you. It's a great picture now.
- R** **Now listen again. That is the end of this exercise.**

- R:** Unit 7. The world around us.  
Beautiful scenery.  
Look at the picture. Listen and look. There is one example.
- F Put the butterfly on the purple flower.  
M Sorry? Put the butterfly where?  
F On the purple flower.  
M Right.
- R Can you see the line? This is an example. Now you listen and draw lines.**
- One**
- F Put the sun between the mountains.  
M Pardon? Where do I put the sun?  
F In the sky. Between the mountains.  
M OK.
- R Two**
- F Now put the plant under the tree.  
M Sorry? Put the plant where?  
F Put it under the big tree.  
M Right. I can do that.
- R Three**
- F And now, please put the rock on the grass.  
M The rock?  
F Yes. Put it on the grass.  
M All right. I'm drawing that line now.
- R Four**
- F Now the island! Put it in the water.  
M Where?  
F Put the island in the water.  
M OK.
- R Five**
- F And now put the crab on the sand, next to the starfish.  
M Sorry? Put the crab where?  
F Put it on sand, next to the starfish.  
M Yes. OK.
- R Now listen again. That is the end of this exercise.**

- R** **Unit 7. The world around us.**  
**On the farm.**  
**Look at the picture. Listen and look.**  
**There is one example.**
- Mch There are a lot of animals on the farm!  
F Yes. And there's one rooster on the barn.  
Mch On the barn's roof?  
F Yes. Colour that rooster yellow.  
Mch Yellow. OK.
- R** **Can you see the yellow rooster? This is an example.**  
**Now you listen and colour.**  
**One**
- F Look at that horse.  
Mch Yes, it's quite tall.  
F Would you like to colour that horse?  
Mch Yes, I want to colour it black.  
F Good. A tall, black horse.
- R** **Two**
- F And can you see the tractor?  
Mch Yes. There's a cat on that tractor.  
F Colour that cat orange.  
Mch Orange?  
F Yes, please.
- R** **Three**
- F There are sheep under the tree.  
Mch Yes. Look at that fat sheep. It's standing next to the pond.  
F Oh yes. Have you got a brown pencil?  
Mch Yes.  
F Well, colour that fat sheep brown.
- R** **Four**
- Mch Right. What now?  
F Look at that pond. There are three ducks in it.  
Mch Yes. They are swimming in circles.  
F Let's colour those ducks blue.  
Mch Blue. OK.  
F That's nice.
- R** **Five**
- F There's a kennel on the farm.  
Mch Yes, there is. And look! A dog is sleeping inside it.  
F Colour that dog for me now.  
Mch Can I do it white?  
F Yes, a white dog sleeping inside the kennel. Thank you. It's a great picture now.
- R** **Now listen again. That is the end of this exercise.**

R: **Unit 8. I love my home!**  
**The home.**

**Look at the picture. Listen and look. There is one example.**

F Put the clock on the wall.  
M Sorry? Put the clock where?  
F On the wall.  
M Right.

R **Can you see the line? This is an example. Now you listen and draw lines.**  
**One**

F Now put the microwave under the cupboard.  
M Sorry? Put the microwave where?  
F Put it under the brown cupboard.  
M Right. I can do that.

R **Two**

F And now, please put the kettle on the gas stove.  
M The kettle?  
F Yes. Put it on the gas stove.  
M All right. I'm drawing that line now.

R **Three**

F And now put the bread in the toaster, next to the fridge.  
M Sorry? Put the bread where?  
F Put it in the toaster, next to the fridge.  
M Yes. OK.

R **Four**

F Put the fruit basket on the table.  
M Pardon? Where do I put the fruit basket?  
F On the table.  
M OK.

R **Five**

F Now the towel! Put it on the washing machine  
M Where?  
F Put the towel on the washing machine.  
M OK.

R **Now listen again. That is the end of this exercise.**

- R:** **Unit 8. I love my home!**  
**Where are they?**  
Look at the pictures. Now listen and look. There is one example.  
**What's Joe waiting for?**
- Fch Is Joe at a station?  
Mch Yes, he is.  
Fch Is he waiting for a bus?  
Mch No. He's waiting for the train. He wants to go to the airport.
- R** **Can you see the tick? Now you listen and tick the box.**  
**One. Where is Sammi?**
- Mch Where's Sammi?  
F Is she in the garden?  
Mch No, she's in the living room.  
F Oh yes, she is sitting on a sofa and eating an ice cream.
- R** **Two. Which one is Lola's cat?**
- Fch I'm looking for Lola's cat.  
Mch Is that the orange one in the basket?  
F No, it's the white one.  
M Is it on the table?  
F No. I see it now. It's under the table.
- R** **Three. What's Paul doing?**
- F Is Paul in the school?  
Mch Yes. He's in the classroom.  
F Is he reading a book?  
Mch No, he's writing in his book.
- R** **Four. Where's Dorothy's dress?**
- M What are you looking for, Dorothy?  
Fch I can't find my pink dress.  
M Is it in the cupboard?  
Fch No! Oh look. I can see it. It's behind the curtain.
- R** **Five. What's mum doing?**
- Fch Is mum in the dining room?  
M No, she's in the kitchen.  
Fch Oh yes, she's making tea, I think.  
M No, she's baking a cake.  
Fch: Wow! Let's go and eat it.
- R** **Now listen again. That is the end of this exercise.**

- R** Unit 9. My face and my body.  
A lovely picnic spot.  
Look at the picture. Listen and look. There is one example.
- F** Can you see the sun?  
**M** Yes, I can.  
**F** Good! Put the sun behind the hills.  
**M** Behind the hills ... OK!
- R** Can you see the line? This is an example. Now you listen and draw lines.  
**One**  
**F** Now put the mat under the tree. Can you see it?  
**M** Yes! It's a nice mat in blue colour!  
**F** Good. Put the blue mat under the tree.  
**M** Right. I'm doing that now.  
**F** What a lovely spot to picnic!
- R** **Two**  
**F** Can you see the two glasses?  
**M** Yes, I can.  
**F** Put the cake between them, please.  
**M** The cake between the glasses? OK.  
**M** What a yummy cake!
- R** **Three**  
**M** And where can I put the squirrel?  
**F** Pardon?  
**M** The squirrel. Can I put it in the tree?  
**F** In the tree? Yes!
- R** **Four**  
**F** That bread looks tasty.  
**M** Yes, it does! Can I put it in the picnic basket?  
**F** Yes.  
**M** I'm putting the bread in the basket. What a tasty meal!
- R** **Five**  
**M** There are some red flowers next to the tree!  
**F** Yes. Can you put the yellow butterfly on the big red flower?  
**M** Sorry? Put the yellow butterfly on the big red flower?  
**F** Yes. That's great! Thank you!  
**M** What beautiful scenery!
- R** Now listen again. That is the end of this exercise.



**R** Unit 10. Food and drinks.  
At a café.

Look at the picture. Listen and write a name or a number.

There are two examples.

Fch Hello.  
M Hello. Are you new here?  
Fch Yes. My name's Lily.  
M And how do you spell your name?  
Fch L-I-L-Y.  
M I am Kevin.  
Fch Nice to meet you Kevin!  
M Would you like to have some tea or coffee?  
Fch Coffee would be fine.  
M Here you are. How much sugar?  
Fch One please.  
M Only one?  
Fch That's right.

**R** Can you see the answers? Now you listen and write a name or a number.

**One**

M Would you like some cookies with coffee?  
Fch Yes please, if you have chocolate ones.  
M Chocolate ones? Is that spelt C-H-O-C-O-L-A-T-E?  
Fch Yes please.  
M Here you are.

**R** **Two**

M I've seen you around. Do you live in Royal Building?  
Fch Yes! I live in 22A.  
M 22A? I live on the floor below!

**R** **Three**

M What do you do Lily?  
Fch I am a chef at food junction.  
M A chef?  
Fch Yes. That's right. I make new dishes and sweets.

**R** **Four**

M And which is your favourite food, Lily?  
Fch Oh, Pumpkin soup is my favourite. It's so delicious!  
M And how do you spell that?  
Fch P-U-M-P-K-I-N  
M That's a good choice!

**R** **Five**

M And what do you like to make?  
Fch I like to cook different types of fish.  
M I see. How many dishes can you make from fish?  
Fch Hmm...fifteen.  
M Fifteen dishes!  
Fch Yes.

**R** Now listen again. That is the end of this exercise.