

R: Unit 1. School life. My dream uniform.

Listen and look. There is one example.

Note: M=teacher; Fch=Barbara

M: Hello, do you have a moment?

Fch: Of course!

M: Can you help me with a survey on school uniforms?

Fch: Oh yes, I have lots to say about my school uniform

M: Good! Let me write it down. What's your name?

Fch: Barbara. B-A-R-B-A-R-A.

R: Can you see the answer? Now listen and write.

M: Do you like your school uniform?

Fch: No I don't. It is too boring. It's grey and white. Those colours make me feel sad when I wear them. I'd prefer something brighter!

M: Interesting. And can you tell me something you like about your school uniform?

Fch: Yes, I like that my uniform has so many pockets. I can keep some money for my lunch and some spare pencils in case I lose one.

M: ..lots of pockets. Got it! And what colour would you like your uniform to be?

Fch: Hmmm I think I'd like nice bright colours like orange and green. Green is my favourite colour.

M: Perfect. Just one more question. What kind of uniform do you think boys should wear and what kind of uniform do you think girls should wear?

Fch: I think boys should wear shorts, a sweater and trainers. Those are the most comfortable.

M: And for girls?

Fch: I think girls should have a choice between wearing a skirt or shorts. I like wearing skirts, but some of the other girls don't.

M: Great! Thank you, Barbara. I'll show this to the headmaster.

R: Now listen again. [repeat] That is the end of this exercise.

R: Unit 2. My home. Moving house.
Listen and look. There is one example.
Why did Jenny have a crazy day today?

Note: Fch = Jenny; Mch = George

Mch: Jenny you look really tired. What were you doing today?

Fch: Oh I had a crazy day today.

Mch: What happened? Did you have a test at school?

Fch: No, my aunt got married!

R: Can you see the tick? Now you listen and tick the box.
One. What did Jenny wear to her aunt's wedding?

Mch: What were you wearing at your aunt's wedding today? The red dress with spots?

Fch: No that one was dirty. I wanted to wear my blue one with stripes, but I couldn't find it, so I wore my yellow one with spots instead.

Mch: Oh I like the blue one with stripes!

R: Two. Where did George's family move to?

Fch: So, George, what did you do today?

Mch: Today we had a day off school, so I helped my parents move house.

Fch: You're moving house?

Mch: Yes our old one was too small, so we are moving to a bigger one down the road.

Fch: The big yellow one?

Mch: No that one's huge! The smaller white one beside it.

R: Three. What is George's new bedroom like?

Fch: What's your new bedroom like?

Mch: It's really nice. It has a bed and a big red wardrobe.

Fch: But I thought you didn't like the colour red.

Mch: I don't. I'm going to paint it blue next week.

R: Four. What did George buy for his room?

Fch: Did you buy many things for your room?

Mch: Yes, I got a lamp and some posters for the wall.

Fch: Did you get a mirror?

Mch: No, my mum wouldn't let me. But she'll buy me a new desk next week.

Fch: Wow a new desk!

R: Five. What else does George's new house have?

Fch: Are there a lot of rooms in your new house?

Mch: Yes, there are seven rooms. Three of them are bedrooms.

Fch: Is there a garden too?

Mch: No, there is a balcony.

R: Now listen again. [repeat] That is the end of this exercise.

Eureka Language Services

R: Unit 3. When I finish school. Rooms in our school.

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

Note: Fch=Emma ; Mch=David

Fch: David, can you help me to colour in this picture please?

Mch: Sure! It's a picture of our school.

Fch: Great! What do you think we should colour first?

Mch: Let's colour the scissors in the art room orange.

Fch: Ok.

R: Can you see the orange scissors? This is an example. Now you listen and colour and draw and write.

One.

Fch: So what should we colour next?

Mch: How about the science room? Science is my favourite subject.

Fch: Ok. Which part?

Mch: Let's colour the timetable red.

Fch: The timetable? I don't see it.

Mch: It's there beside the flag on the wall.

Fch: Ok, got it.

R: Two.

Fch: What next?

Mch: Why don't we colour the geography room?

Fch: No I don't like geography. How about the history room?

Mch: Ok, let's colour the bin green.

Fch: The one beside the door?

Mch: Yeah that's the one.

Fch: Fine.

English Exploration Level 6 (Set 3)

Tapescript



R: Three.

Fch: Why don't we also colour the flag on the wall of the history room?

Mch: No I think we should colour the flag on the wall of the science room instead.

Fch: I think that's a much better idea. What colour?

Mch: Colour it blue.

Fch: Ok.

R: Four.

Fch: I still think we need to colour more in the history room.

Mch: Me too. What should we colour next?

Fch: Let's colour the dictionary on the shelf. It would look nice if we coloured it yellow.

Mch: No not yellow, let's colour it grey.

Fch: Ok grey it is.

R: Five.

Mch: We haven't coloured anything in the geography room.

Fch: You're right. Let's colour the glue on the table yellow.

Mch: Ok then let's colour the glue yellow. Where is it?

Fch: It's beside the backpack.

Mch: Wow I think that looks great!

Fch: Thank you for the help.

R: Now listen again. [repeat] That is the end of this exercise.

R: Unit 5. Playtime. Playroom.

Listen and look. There is one example.

Mch: Aunty Holly, come. I'm going to show you our playroom.

F: That might be fun. Where is it?

Mch: Here. See, my best friend Michael is here too.

F: What's Michael doing? Is he playing snooker?

Mch: Yes, he's the one who is holding the green ball.

R: Can you see the line? This is an example.

Now you listen and draw lines.

F: Okay, you should introduce all your friends.

Mch: Alright. Look! Some girls are pretending to be having a tea party.

F: Yes, there are three of them.

Mch: Well, the girl who is pretending to be sipping tea is Emma.

F: Emma. I see. She's got lovely curls. ---

Look at the younger ones who are playing with stuffed animals.

Mch: My cousin Vicky is there.

F: Which one? The one who's holding the toy dinosaur?

Mch: No, that's her best friend. Vicky is the one who's telling a story.

She's holding up a swan and a bat as if they're fighting in midair.

F: Oh, isn't she adorable? ---

What's that boy doing in the corner?

Mch: One's standing and one's sitting. Which one?

F: The one who's sitting. He's painting his face, isn't he?

Mch: He's Harry, the best actor in our school performance team. I think he will act as an American Indian.

F: I'd love to see their play. ---

Hey, who's that girl at the window?

Mch: You mean the girl who is wearing a mask?

F: Yes, she's painting on the window. It's beautiful.

English Exploration Level 6 (Set 3)

Tapescript



Mch: That's Daisy. She's very good at art.

F: Daisy. I know her. I didn't recognise her with her mask. ---

Oh, look, that little boy is in a toy car.

Mch: Oh, wow, I'd like to have one, too.

F: You're too big for that, don't you think?

Mch: You're right. I'm nine and Richard is only four years old.

F: So, his name's Richard?

Mch: Yes, he's the youngest in our school.

R: Now listen again. [repeat] That is the end of this exercise.

Eureka Language Services

R: Unit 8. Materials. A Visit to the Museum.

Listen and look. There is one example.

Lucy's family went to the museums last weekend. What were their favourite things?

M: Hey Lucy, I heard that your family went to the museum last Saturday.

Fch: Yes, Mr. Pepper. Actually, we went to two museums, the science museum and the history museum.

M: What was your favourite thing at the museum?

Fch: I liked the dinosaurs' bones. They became extinct centuries ago. It was fascinating to see how big they were.

R: Can you see the letter A? Now you listen and write a letter in each box.

M: How about Mrs. Forest? Did she like anything at the science museum?

Fch: No, Mum was more into art and history. Her favourite was the paintings that were painted on cloth. Those paintings tell the stories about the people who lived long ago.

M: How about your dad?

Fch: My dad thought that the bicycle made of bamboo was amazing. He took lots of pictures of it. I think it's easy to make one ourselves at home.

M: Get some bamboo first. (pause) How about your siblings?

Fch: I've got a brother called William, but our family call him Will. He kept staring at the model train made of Lego. Dad said he would buy one for him if he got into a good secondary school. Will is excited about it.

M: Do you have any sisters?

Fch: No, I'm the only daughter in my family. I have another brother called Robert.

M: How about Rob? Did he like anything in particular at the museums?

Fch: Sure, he did. He said his favourite were the bracelets made of jade. I like green but I don't think wearing stone around your hand sounds like a good idea. Mum said she has one, and Rob has been asking for it ever since.

M: That was an interesting story!

Fch: That's because you haven't heard about my grandfather yet.

M: Your granddad also went to the museums with you?

English Exploration Level 6 (Set 3)

Tapescript



Fch: Of course. Grandpa likes family outings, you know.

M: I see. What's his story?

Fch: In the history museum, he found something he lost many years ago. It was his pot made of clay! He said his great great grandfather made it centuries ago. He lost it when he fled from the war. Grandpa said it was okay to let the museum keep it, so that many people can see it.

M: How very generous of your granddad.

R Now listen again. [repeat] That is the end of this exercise.

Eureka Language Services