



Leçon 1 What do they look like?

★ Describe people's hair and faces.

A Mots · Look and write.

Regarde l'image, choisis un mot dans le cadre et écris-le.



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Mots

beard blonde hair curly hair dark hair
glasses moustache straight hair tall thin

B Structure

She's got long curly hair.

Order: length + style + colour + hair: "long curly black hair".
Ask "What does he look like?"

- My aunt has got long curly hair.
- What does your dad look like? He's tall and he's got a beard.
- The boy with glasses is my cousin.

C Exercices · Circle the right word. Put the words in order.

Entoure le bon mot. Remets les mots dans l'ordre pour faire une phrase.

- She's got _____ hair.
long straight straight long long straights
- What does he _____ like?
looks see look
- My grandpa _____ got a white moustache.
is has have
- My _____ long _____ curly _____ aunt _____ has _____ hair _____ got

D Oral · Read, ask and answer.

Lisez le dialogue à deux voix avec un adulte ou un ami.

- A** Who's your teacher?
B She's the woman with curly hair.
A Is she tall?
B Yes, she's tall and she wears glasses.

L'adulte pose la question, l'enfant répond par une phrase.

- What does your best friend look like?

- What has this man got?

- Describe your hair.



Look at the picture. What can you see?

Regarde l'image et dis ou écris ce que tu vois. **curly hair, straight hair, blonde hair, dark hair, beard**

Leçon 2 Jobs

★ Say what people do and where they work.

A Mots • Look and write.

Regarde l'image, choisis un mot dans le cadre et écris-le.



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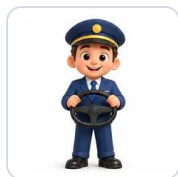
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Mots

clown cook dentist doctor driver farmer
firefighter nurse pilot

B Structure

What does she do? — She's a nurse. She works in ____.

Ask "What does she do?". Answer "She's a nurse." With he/she add -s/-es: works, teaches, flies.

- My mum is a doctor. She works in a hospital.
- A pilot flies planes.
- What does your uncle do? He's a cook.

C Exercices • Circle the right word. Put the words in order.

Entoure le bon mot. Remets les mots dans l'ordre pour faire une phrase.

1 A farmer _____ on a farm.

working

work

works

2 What _____ your dad do?

is

do

does

3 A pilot _____ planes.

fly

flies

flies

4 a mum is doctor My

D Oral • Read, ask and answer.

Lisez le dialogue à deux voix avec un adulte ou un ami.

A What does your mum do?

B She's a dentist.

A Where does she work?

B She works in a big clinic in the city.

L'adulte pose la question, l'enfant répond par une phrase.

1 What does a doctor do?

2 What's her job?

3 What do you want to be?



Look at the picture. What can you see?

Regarde l'image et dis ou écris ce que tu vois. **doctor, nurse, cook, farmer, driver**

Leçon 3 What time is it?

★ Tell the time and talk about your daily routine.

A Mots • Look and write.

Regarde l'image, choisis un mot dans le cadre et écris-le.



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Mots

brush teeth catch the bus do homework
get dressed get up go to bed have a shower
have dinner watch TV

D Oral • Read, ask and answer.

Lisez le dialogue à deux voix avec un adulte ou un ami.

A What time do you get up?

B At half past six.

A That's early! What do you do after school?

B I do my homework and then I watch TV.

L'adulte pose la question, l'enfant répond par une phrase.

1 What time do you get up?

2 What's he doing?

3 What do you do after school?

B Structure

What time do you ____? — At seven o'clock.

Ask "What time do you get up?" – "At seven o'clock." 7:30 half past seven, 7:15 quarter past seven, 7:45 quarter to eight.

- I get up at half past six.
- What time do you go to bed? At nine o'clock.
- My brother has a shower at quarter past seven.

C Exercices • Circle the right word. Put the words in order.

Entoure le bon mot. Remets les mots dans l'ordre pour faire une phrase.

1 I have dinner _____ seven o'clock.

(at) (on) (in)

2 7:30 is half _____ seven.

(to) (past) (after)

3 She _____ her teeth after breakfast.

(brushes) (brush) (brushes)

4 (at) (up) (get) (I) (past) (six) (half)



Look at the picture. What can you see?

Regarde l'image et dis ou écris ce que tu vois. **get up, get dressed, brush teeth, have a shower, catch the bus**

Leçon 4 Days of the week

★ Say what you do on each day and how often.

A Mots • Look and write.

Regarde l'image, choisis un mot dans le cadre et écris-le.



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Mots

Friday Monday Saturday Sunday Thursday
Tuesday Wednesday week weekend

D Oral • Read, ask and answer.

Lisez le dialogue à deux voix avec un adulte ou un ami.

- A** What do you do on Saturday?
B I usually ride my bike in the park.
A Do you go to school on Saturday?
B No, I never go to school at the weekend!

L'adulte pose la question, l'enfant répond par une phrase.

1 What do you do on Sunday?

2 What's your favourite day?

3 How often do you eat vegetables?

B Structure

always / usually / sometimes / never

Frequency words go before the main verb (I always walk) but after be (She is never late). Days use "on" and start with a capital letter.

- I always have swimming lessons on Tuesday.
- We sometimes go to the cinema on Saturday.
- He is never late for school.

C Exercices • Circle the right word. Put the words in order.

Entoure le bon mot. Remets les mots dans l'ordre pour faire une phrase.

1 I _____ go to school on Sunday.

usually

always

never

2 We play football _____ Friday.

at

on

in

3 She is _____ happy at the weekend.

always

on

at

4 on lessons I Tuesday swimming

have

always



Look at the picture. What can you see?

Regarde l'image et dis ou écris ce que tu vois. **Monday, Tuesday, Wednesday, Thursday, Friday**

Leçon 5 In the city

★ Ask for and give directions.

A Mots • Look and write.

Regarde l'image, choisis un mot dans le cadre et écris-le.



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Mots

bank bus stop car park market sports centre
square station supermarket swimming pool

D Oral • Read, ask and answer.

Lisez le dialogue à deux voix avec un adulte ou un ami.

A Excuse me, where's the station?

B Go straight on and turn right.

A Is it far?

B No, it's opposite the supermarket.

L'adulte pose la question, l'enfant répond par une phrase.

1 Excuse me, where's the bank?

2 Where can you buy food?

3 What's this place?

B Structure

Go straight on. Turn left. It's on the right.

Directions: go straight on, turn left/right, it's on the left/right, it's opposite the bank.

- Go straight on and turn left.
- The supermarket is on the right.
- The station is opposite the bank.

C Exercices • Circle the right word. Put the words in order.

Entoure le bon mot. Remets les mots dans l'ordre pour faire une phrase.

1 Turn _____ at the square.

on left

lefts

left

2 The café is _____ the bank, across the street.

opposite

straight

on

3 Go straight _____. The pool is in front of you.

on

to

at

4

left

straight

turn

Go

on

and



Look at the picture. What can you see?

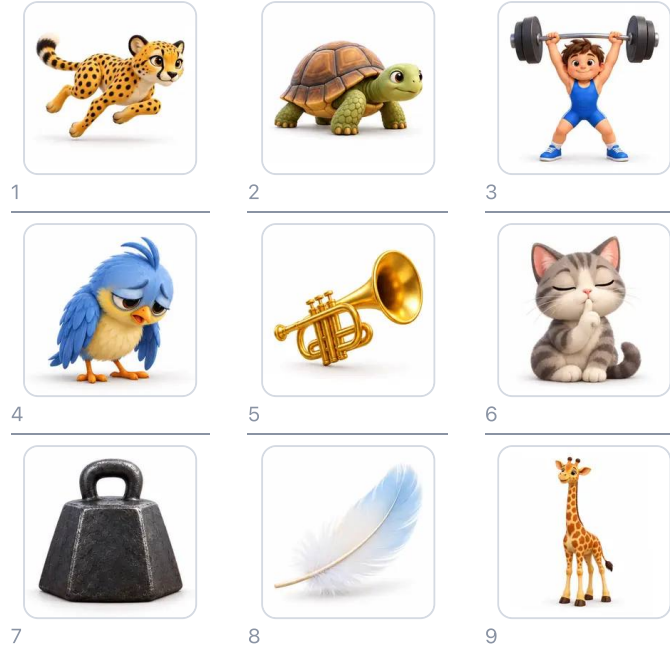
Regarde l'image et dis ou écris ce que tu vois. **bank, market, supermarket, station, swimming pool**

Leçon 6 Faster and stronger

★ Compare two things.

A Mots • Look and write.

Regarde l'image, choisis un mot dans le cadre et écris-le.



Mots

fast heavy light loud quiet slow strong
tall weak

D Oral • Read, ask and answer.

Lisez le dialogue à deux voix avec un adulte ou un ami.

A Who's faster, you or your brother?

B My brother is faster than me.

A Who's taller?

B I'm taller than him!

L'adulte pose la question, l'enfant répond par une phrase.

1 Which is faster, a car or a bike?

2 Is it heavy or light?

3 Compare yourself and a friend.

B Structure

A cheetah is faster than a tortoise.

Short adjectives: -er + than (faster than). -y → -ier (heavier).
Irregular: good → better, bad → worse.

- A cheetah is faster than a tortoise.
- My bag is heavier than your bag.
- A giraffe is taller than a horse.

C Exercices • Circle the right word. Put the words in order.

Entoure le bon mot. Remets les mots dans l'ordre pour faire une phrase.

1 A horse is _____ than a cat.

big bigger biggest

2 My box is heavier _____ yours.

than then that

3 A feather is _____ than a stone.

lightest more light lighter

4 cheetah A is faster than a
tortoise



Look at the picture. What can you see?

Regarde l'image et dis ou écris ce que tu vois. **fast, slow, strong, weak, loud**

Leçon 7 At the doctor's

★ Say what's wrong and give advice with must.

A Mots • Look and write.

Regarde l'image, choisis un mot dans le cadre et écris-le.



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Mots

cold cough earache headache medicine
stomach-ache temperature tired toothache

B Structure

What's the matter? — I've got a ____ / You must ____.

Ask "What's the matter?" — "I've got a headache." Advice: "You must go to bed." / "You mustn't eat sweets."

- *What's the matter? I've got a cough.*
- *You must take your medicine.*
- *You mustn't go to school today.*

C Exercices • Circle the right word. Put the words in order.

Entoure le bon mot. Remets les mots dans l'ordre pour faire une phrase.

1 What's the ____? I've got a toothache.

problem is matter wrong

2 You ____ see a dentist.

musts must mustn't

3 I've got ____ earache.

an the a

4 I've cough got a

D Oral • Read, ask and answer.

Lisez le dialogue à deux voix avec un adulte ou un ami.

- A** What's the matter, Ben?
B I've got a stomach-ache.
A You must lie down and drink some water.
B OK, thank you, Mum.

L'adulte pose la question, l'enfant répond par une phrase.

1 What's the matter?

2 Your friend has got a cold. What must he do?

3 What's wrong with her?



Look at the picture. What can you see?

Regarde l'image et dis ou écris ce que tu vois. **headache, stomach-ache, toothache, earache, cold**

Leçon 8 Weekend fun

★ Talk about hobbies with "go + -ing" and "want to".

A Mots • Look and write.

Regarde l'image, choisis un mot dans le cadre et écris-le.



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Mots

dive go camping go fishing go sailing
go shopping hop skate ski skip

D Oral • Read, ask and answer.

Lisez le dialogue à deux voix avec un adulte ou un ami.

A What do you want to do this weekend?

B I want to go camping!

A Great! We can go fishing too.

B Yes! Let's ask Dad.

L'adulte pose la question, l'enfant répond par une phrase.

1 What do you want to do this weekend?

2 What's she doing?

3 Do you like going shopping?

B Structure

I go ____ing. / I want to ____.

Many activities use go + -ing: go fishing, go skating. Say what you want: "I want to go sailing."

- I go swimming every Saturday.
- My dad wants to go fishing.
- Do you want to go camping with us?

C Exercices • Circle the right word. Put the words in order.

Entoure le bon mot. Remets les mots dans l'ordre pour faire une phrase.

1 We go _____ in the mountains.

skis ski skiing

2 I want _____ go sailing.

go to for

3 She _____ to learn to dive.

wants want wanting

4 swimming I go Saturday every



Look at the picture. What can you see?

Regarde l'image et dis ou écris ce que tu vois. **skate, ski, skip, hop, dive**

Leçon 9 At the café

★ Order food and use some and any.

A Mots • Look and write.

Regarde l'image, choisis un mot dans le cadre et écris-le.



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Mots

bottle bowl cheese coffee noodles
pancake salad soup tea

B Structure

some / any / Would you like ...?

some: positive sentences and offers. any: questions and negatives.

- *Would you like some noodles?*
- *Is there any cheese?*
- *There aren't any pancakes.*

C Exercices • Circle the right word. Put the words in order.

Entoure le bon mot. Remets les mots dans l'ordre pour faire une phrase.

1 Would you like _____ soup?

a some any

2 Are there _____ pancakes?

any a some

3 Would you like a salad? Yes, _____.

please I would like thanks you

4 you Would noodles some like

D Oral • Read, ask and answer.

Lisez le dialogue à deux voix avec un adulte ou un ami.

A Hello! What would you like?

B Can I have some noodles, please?

A Would you like a drink?

B Yes, a bottle of water, please.

L'adulte pose la question, l'enfant répond par une phrase.

1 Would you like some soup?

2 What would you like to eat?

3 What's this?



Look at the picture. What can you see?

Regarde l'image et dis ou écris ce que tu vois. **soup, noodles, pancake, salad, cheese**

Leçon 10 Where were you?

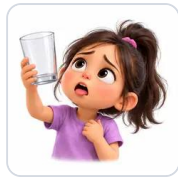
★ Talk about yesterday with was and were.

A Mots • Look and write.

Regarde l'image, choisis un mot dans le cadre et écris-le.



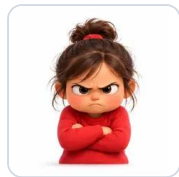
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Mots

angry bored cold excited hot hungry ill
scared thirsty

B Structure

I was ... / They were ...

Past of be: I/he/she/it was; you/we/they were. Negative: wasn't, weren't.

- I was at the cinema yesterday.
- We were very hungry after school.
- She wasn't scared. She was excited.

C Exercices • Circle the right word. Put the words in order.

Entoure le bon mot. Remets les mots dans l'ordre pour faire une phrase.

1 They _____ at the zoo yesterday.

was were are

2 I _____ ill last week.

am were was

3 _____ you bored at the party?

Did Were Was

4 yesterday I at was the cinema

D Oral • Read, ask and answer.

Lisez le dialogue à deux voix avec un adulte ou un ami.

A Where were you yesterday?

B I was at my grandma's house.

A Was it fun?

B Yes, it was. We were very busy in the garden.

L'adulte pose la question, l'enfant répond par une phrase.

1 Where were you yesterday?

2 How was she?

3 How do you feel when you see a spider?



Look at the picture. What can you see?

Regarde l'image et dis ou écris ce que tu vois. **hungry, thirsty, bored, angry, scared**

Leçon 11 How do they do it?

★ Describe how people do things with adverbs.

A Mots • Look and write.

Regarde l'image, choisis un mot dans le cadre et écris-le.



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Mots

badly carefully happily hard loudly quickly
quietly slowly well

B Structure

She runs quickly.

Adverbs of manner come after the verb: quick → quickly, happy → happily. Irregular: good → well, fast → fast, hard → hard.

- The rabbit runs quickly.
- Please walk carefully.
- She plays the piano very well.

C Exercices • Circle the right word. Put the words in order.

Entoure le bon mot. Remets les mots dans l'ordre pour faire une phrase.

- 1 Please talk _____ in the library.

quietly

quietness

quiet

- 2 He swims very _____.

goodly

well

good

- 3 The tortoise walks _____.

slow

slowly

slowly

- 4 The _____ quickly _____ rabbit _____ runs _____

D Oral • Read, ask and answer.

Lisez le dialogue à deux voix avec un adulte ou un ami.

- A How does your sister sing?
B She sings very well.
A And how does she dance?
B Badly! But she dances happily.

L'adulte pose la question, l'enfant répond par une phrase.

- 1 How does a snail move?

- 2 How do you do your homework?

- 3 How is he running?



Look at the picture. What can you see?

Regarde l'image et dis ou écris ce que tu vois. **quickly, slowly, loudly, quietly, carefully**

Révision City Island review

★ Review the island: describe, compare and ask about the past.

A Mots • Look and write.

Regarde l'image, choisis un mot dans le cadre et écris-le.



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Mots

Saturday beard fast get up go fishing
headache noodles nurse station

D Oral • Read, ask and answer.

Lisez le dialogue à deux voix avec un adulte ou un ami.

A Where were you on Saturday?

B I was at the sports centre.

A What did you do there?

B I went swimming. I swim faster than my dad now!

L'adulte pose la question, l'enfant répond par une phrase.

1 What does a nurse do?

2 What time do you go to bed?

3 Where's the station?

B Structure

Review: -er than, was/were, must, some/any

Review: comparatives, was/were, must/mustn't, some/any and -ly adverbs.

- The bus is slower than the train.
- We were at the sports centre yesterday.
- You must cross the road carefully.

C Exercices • Circle the right word. Put the words in order.

Entoure le bon mot. Remets les mots dans l'ordre pour faire une phrase.

1 A train is _____ than a bike.

faster fastest fast

2 Were you at the bank? No, I _____.

weren't wasn't didn't

3 Is there _____ tea?

some a any

4 the bus train is than The slower



Look at the picture. What can you see?

Regarde l'image et dis ou écris ce que tu vois. beard, nurse, get up, Saturday, station



Continuez avec la voix et la prononciation dans l'application Karotto. Scannez le code ou allez sur playkarotto.com

Leçon 1 • What do they look like?

A 1. curly hair; 2. straight hair; 3. blonde hair; 4. dark hair; 5. beard; 6. moustache; 7. glasses; 8. tall; 9. thin

C 1. long straight; 2. look; 3. has; 4. My aunt has got long curly hair

D Réponse modèle: 1. She's got long dark hair and she's tall. 2. He's got a beard. 3. I've got short black hair. In the picture, I can see ...

Leçon 2 • Jobs

A 1. doctor; 2. nurse; 3. cook; 4. farmer; 5. driver; 6. pilot; 7. dentist; 8. firefighter; 9. clown

C 1. works; 2. does; 3. flies; 4. My mum is a doctor

D Réponse modèle: 1. A doctor helps sick people. 2. She's a pilot. 3. I want to be a firefighter. In the picture, I can see ...

Leçon 3 • What time is it?

A 1. get up; 2. get dressed; 3. brush teeth; 4. have a shower; 5. catch the bus; 6. do homework; 7. watch TV; 8. have dinner; 9. go to bed

C 1. at; 2. past; 3. brushes; 4. I get up at half past six

D Réponse modèle: 1. I get up at seven o'clock. 2. He's brushing his teeth. 3. I do my homework. In the picture, I can see ...

Leçon 4 • Days of the week

A 1. Monday; 2. Tuesday; 3. Wednesday; 4. Thursday; 5. Friday; 6. Saturday; 7. Sunday; 8. weekend; 9. week

C 1. never; 2. on; 3. always; 4. I always have swimming lessons on Tuesday

D Réponse modèle: 1. On Sunday I visit my grandma. 2. My favourite day is Saturday. 3. I always eat vegetables. In the picture, I can see ...

Leçon 5 • In the city

A 1. bank; 2. market; 3. supermarket; 4. station; 5. swimming pool; 6. sports centre; 7. car park; 8. square; 9. bus stop

C 1. left; 2. opposite; 3. on; 4. Go straight on and turn left

D Réponse modèle: 1. Go straight on. It's on the left. 2. At the supermarket or the market. 3. It's a train station. In the picture, I can see ...

Leçon 6 • Faster and stronger

A 1. fast; 2. slow; 3. strong; 4. weak; 5. loud; 6. quiet; 7. heavy; 8. light; 9. tall

C 1. bigger; 2. than; 3. lighter; 4. A cheetah is faster than a tortoise

D Réponse modèle: 1. A car is faster than a bike. 2. It's light. 3. I'm taller than my friend. In the picture, I can see ...

Leçon 7 • At the doctor's

A 1. headache; 2. stomach-ache; 3. toothache; 4. earache; 5. cold; 6. cough; 7. temperature; 8. medicine; 9. tired

C 1. matter; 2. must; 3. an; 4. I've got a cough

D Réponse modèle: 1. I've got a headache. 2. He must stay in bed. 3. She's got a toothache. In the picture, I can see ...

Leçon 8 • Weekend fun

A 1. skate; 2. ski; 3. skip; 4. hop; 5. dive; 6. go fishing; 7. go sailing; 8. go camping; 9. go shopping

C 1. skiing; 2. to; 3. wants; 4. I go swimming every Saturday

D Réponse modèle: 1. I want to go swimming. 2. She's skipping. 3. Yes, I do. I like buying books. In the picture, I can see ...

Leçon 9 • At the café

A 1. soup; 2. noodles; 3. pancake; 4. salad; 5. cheese; 6. tea; 7. coffee; 8. bottle; 9. bowl

C 1. some; 2. any; 3. please; 4. Would you like some noodles

D Réponse modèle: 1. Yes, please. 2. I'd like some noodles, please. 3. It's a bowl of soup. In the picture, I can see ...

Leçon 10 • Where were you?

A 1. hungry; 2. thirsty; 3. bored; 4. angry; 5. scared; 6. hot; 7. cold; 8. ill; 9. excited

C 1. were; 2. was; 3. Were; 4. I was at the cinema yesterday

D Réponse modèle: 1. I was at school. 2. She was angry. 3. I'm scared! In the picture, I can see ...

Leçon 11 • How do they do it?

A 1. quickly; 2. slowly; 3. loudly; 4. quietly; 5. carefully; 6. badly; 7. well; 8. happily; 9. hard

C 1. quietly; 2. well; 3. slowly; 4. The rabbit runs quickly

D Réponse modèle: 1. It moves slowly. 2. I do it carefully. 3. He's running quickly. In the picture, I can see ...

Révision • City Island review

A 1. beard; 2. nurse; 3. get up; 4. Saturday; 5. station; 6. fast; 7. headache; 8. go fishing; 9. noodles

C 1. faster; 2. wasn't; 3. any; 4. The bus is slower than the train

D Réponse modèle: 1. A nurse helps sick people in a hospital. 2. I go to bed at nine o'clock. 3. It's opposite the bank. In the picture, I can see ...