

# Wonder 1

Teacher's Resource Book

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#### Dear teacher,

From all the Richmond team we'd like to transmit our hope that this Teacher's Resource Book helps you and your students make the most of the **Wonder 1** project. You will find the following four areas inside, each containing worksheets, their corresponding answer key and where appropriate, the audio transcript. They are designed to cover all the possible needs, queries or difficulties your students may have.

#### Language:

The worksheets for this section focus on the new vocabulary and structures presented. To help with the diversity in your class we have provided these at two levels: consolidation and extension. Consolidation worksheets reflect the general level of the class. They provide students with additional material for extra practice, while extension worksheets are for students who require more challenging material.

#### **Skills:**

This section is divided into the four main areas of language acquisition: reading, writing, listening and speaking. You will find a variety of exercises that while focusing on a particular skill, continue to practise the vocabulary and structures covered in each unit. You will find this section particularly useful if you are preparing your students for the Young Learners exams.

#### **Phonics:**

These worksheets are designed to provide extra practice for the initial sounds presented in lessons 4 and 5 of the Student Book.

#### Drama:

The play we present in this section contains the target vocabulary and structures the children have worked on in the different units. The script is accompanied by tips on how to work with the children and prepare their performance. It would be ideal for an end of year show. You will also find templates for creating character masks. These will be helpful if you like to have the children act out the unit stories.

#### **Tests:**

You will find four types of tests: a general diagnostic test, unit, term, and end-of year tests. This format allows you to choose the most appropriate time to gauge the level of your students' understanding and assimilation of new language. All the tests are intended to be fun, but thorough. They include work on the four basic skills and, as in the Language worksheets, include two different levels of the same unit content to meet the needs of all your students.

Don't forget that you also have the option of creating and adapting your own tests for the class in the activity generator supplied with the teacher's resource material.

Warm wishes,

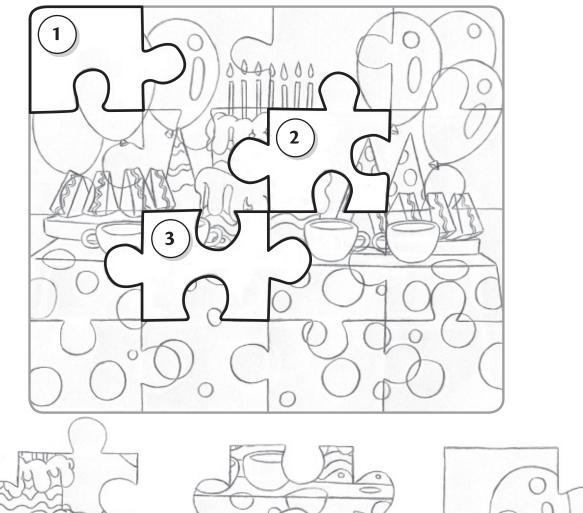
The Richmond Editorial Team

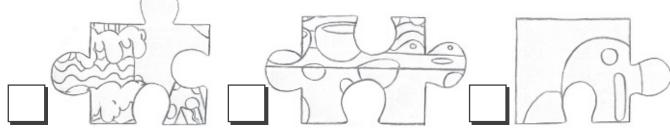




Class: Name:

Match the puzzle pieces.





Look at Activity 1. Then, count and complete the sentences.

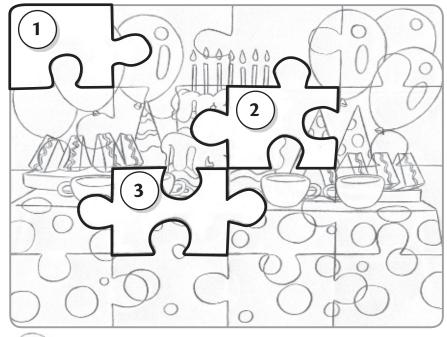
1	I	can	see	one	cake.

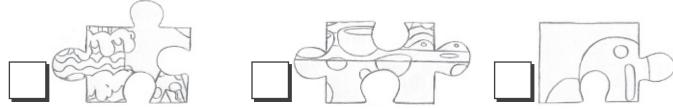
	Т			1	
2	1	can	see	CU	ps.

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4	Ι	can	see	balloons

Name:	Class	<b>5:</b>

Match the puzzle pieces. Then, read and colour the picture.





I can see two blue cups.

I can see three red balloons.

I can see one yellow sandwich.

2 Look at Activity 1. Then, complete the sentences and colour.

1	Ī	can	see	ni	nk	balloons
-	_	000.0		" "		

2	I	can	see	red	candles.
_	_				

0

Name: \_\_\_\_\_ Class: \_\_\_\_\_

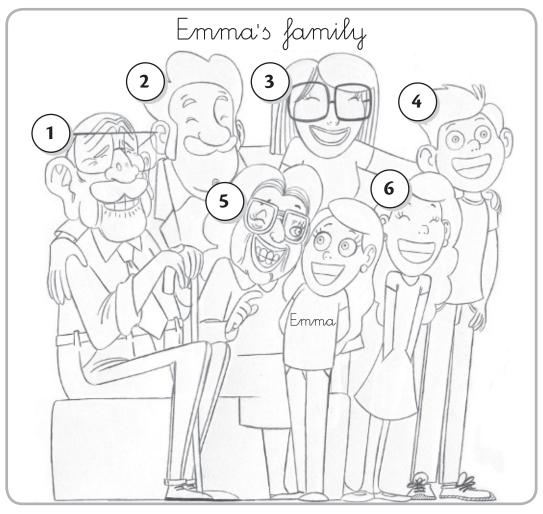
Look at the picture. Then, read and number the words.

mum

brother

dad





grandma)

sister

grandad

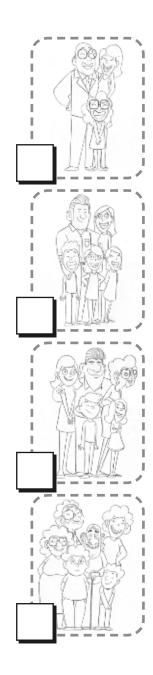
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4		4	

Read and colour the picture.

This is my brother, John. His eyes are brown. His hair is black.



- Match the sentences with the pictures.
- This is my family. You can see my mum, my dad, my grandma, my sister and me.
- This is my mum, my dad and me.
- This is my mum, my dad, my grandma, my grandad, my brother and me.
- This is my mum, my dad, my sister, my brother and me.



Draw a picture of a family member. Then, complete the sentences.

This is my His/Her eyes are His/Her hair is

Name:	Class:	

### 1 Read and colour the picture.

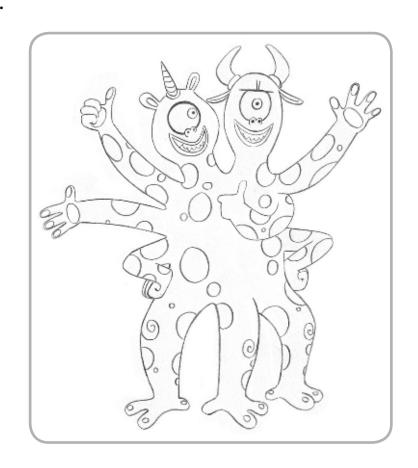
This is Plod.

His arms are blue.

His heads are yellow and green.

His feet are pink.

His legs are red.

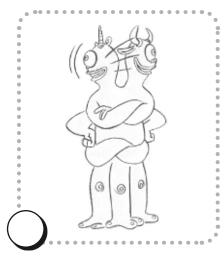


#### Read and tick $(\checkmark)$ or cross (X) the pictures.

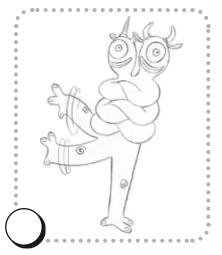
Move your arms!

Move your heads!

Move your legs!







Name:	Class:	

# Read and colour the picture.

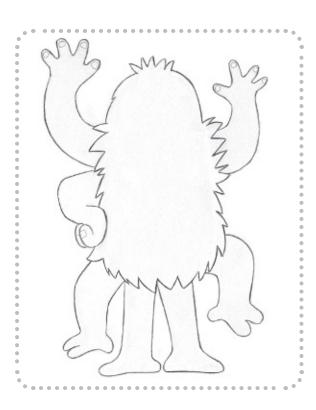
This is Nubbles.

His right arm is green and his left arms are purple.

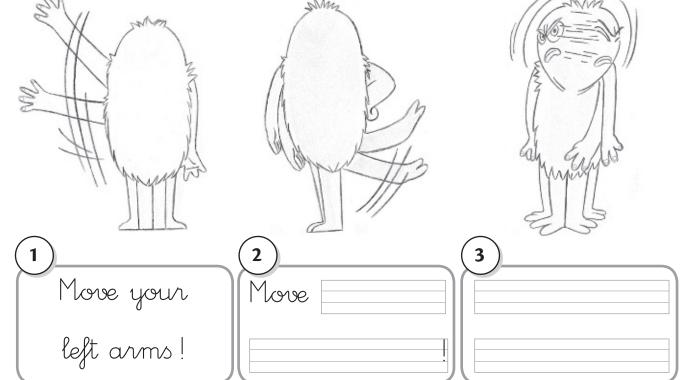
His hair is pink.

His left legs are yellow and his right legs are blue.

His feet are orange.



### 2 Look at the pictures and write sentences.

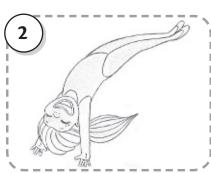


Name:	Class:	

### Read the sentences and number the buildings on the map.



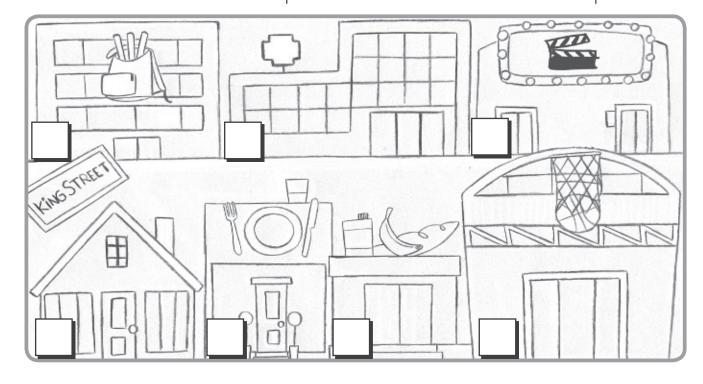
Robert is at the cinema.



Sally is at the sports centre.



Clara is at the hospital.



# 2 Look at Activity 1 and number the buildings on the map.

- 1 The restaurant is at number 5.
- 2 The school is at number 10.
- 3 The shop is at number 16.
- 4 The house is at number 20.

Name:	Class:	

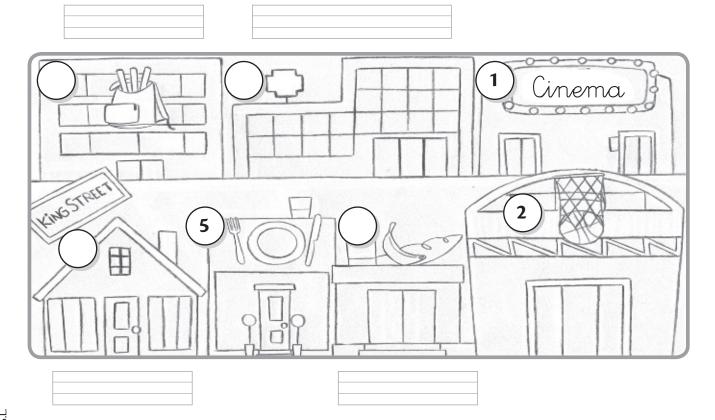
#### Read, number and label the buildings.

There's a hospital at number 3.

You can see the school at number 10.

You can see the shop at number 16.

There's a house at number 20.



#### Complete the sentences.





Robert is at the Sally is at the Clara is at the



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Class: Name:

Circle the correct words.







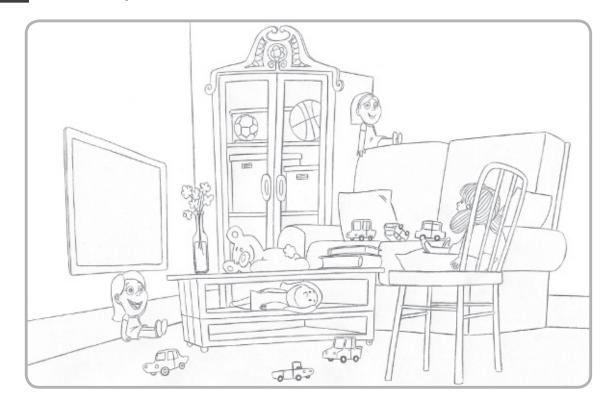


teddy brick

doll ball

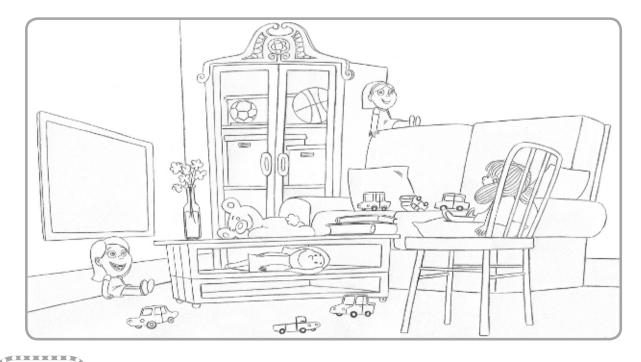
CC/V

Look at the picture. Then, count and write the numbers.



- There are \_\_\_\_\_ balls. 2 There are \_\_\_\_ balls.
- 3 There's \_\_\_\_\_ teddy. 4 There are \_\_\_\_ cars.

- Read and answer the questions.
- Where is the teddy? It's under the \_\_\_\_\_.
- (2)Where are the balls? They are on the \_\_\_\_\_.
- It's \_\_\_\_ the table.
- 3) Where is the game? (4) Where are the bricks? They are \_\_\_\_ the cupboard.
  - Look at the picture and complete the sentences.



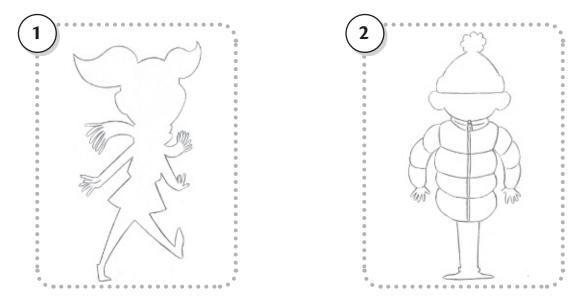
- 1 There's a doll \_\_\_\_\_ the table.
- 2 There are three cars \_\_\_\_\_\_ the sofa.3 There are two balls \_\_\_\_\_\_ the cupboard.

Class: \_\_\_\_\_ Name:

Match the words with the pictures. Then colour.



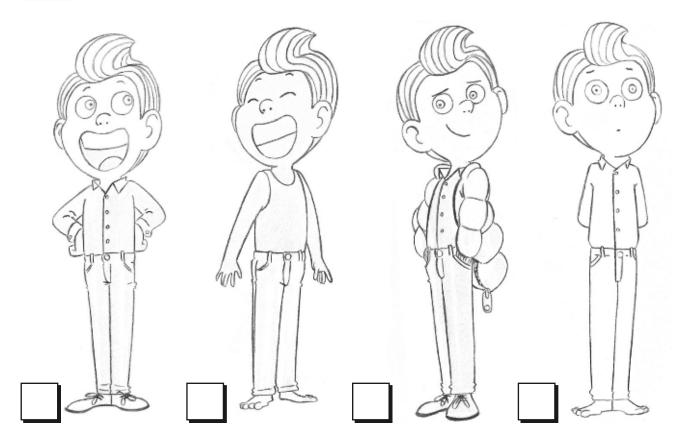
Look at the pictures and complete the sentences.



1 She's wearing a \_\_\_\_\_ and a \_\_\_\_\_ 2 He's wearing a \_\_\_\_\_ and a \_\_\_\_

Name: \_\_\_\_\_\_ Class: \_\_\_\_\_

Number the picture sequence.



2 Look at Activity 1 and complete the sentences.

shoes trousers coat shirt

- 1 The boy is wearing \_\_\_\_\_.
- 2 The boy is wearing \_\_\_\_ and a
- 3 The boy is wearing \_\_\_\_\_, a \_\_\_\_\_ and \_\_\_\_\_.
- 4 The boy is wearing \_\_\_\_\_, a \_\_\_\_\_, a \_\_\_\_\_, a \_\_\_\_\_,

Name:	Class:	

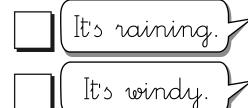
1 Match the pictures with the sentences.



What's the weather like?





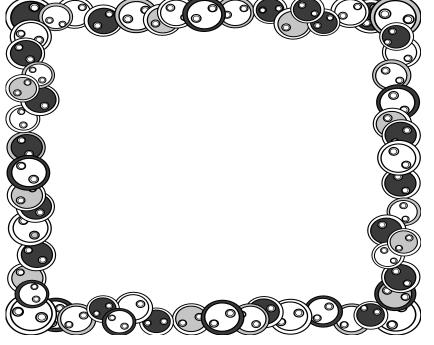






- It's snowing.
- It's sunny.

Draw a picture of the weather on your birthday. Then, complete the sentence.



spring summer autumn winter

My birthday is in the

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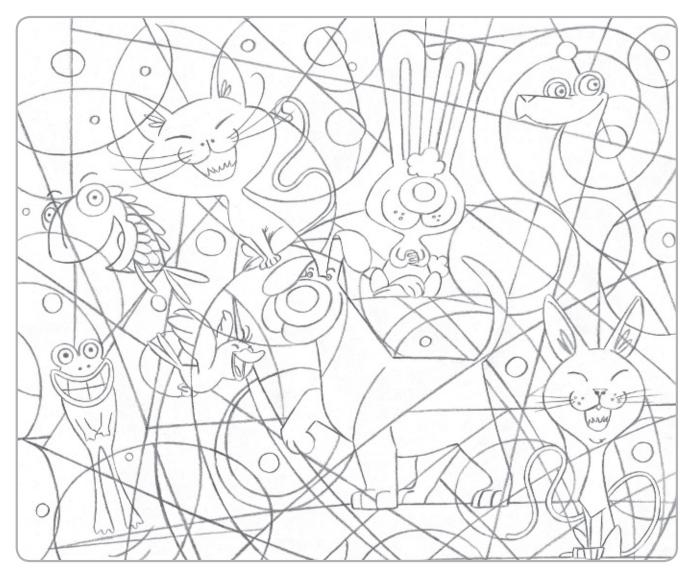
Name: \_\_\_\_\_ Class: \_\_\_\_\_

1 Use the words to complete the dominoes.

Summer	autumn
	winter
	spring spring
windy	
tree o	
	raining

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Find and colour the animals. Then, complete the words.



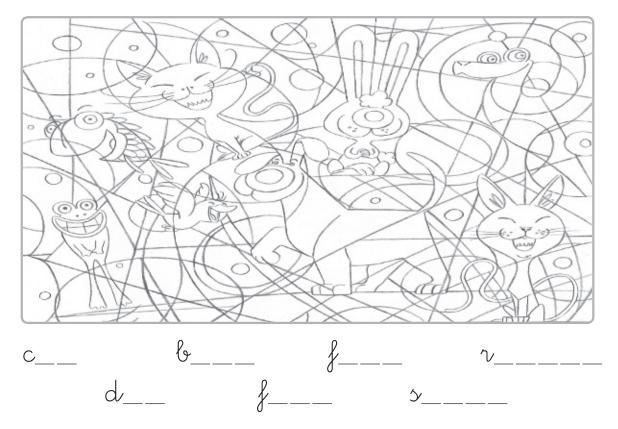
c\_t do\_ bir\_ \_ish fr\_g snak\_ rab\_it

Look at Activity 1. Then, count and complete the sentences.

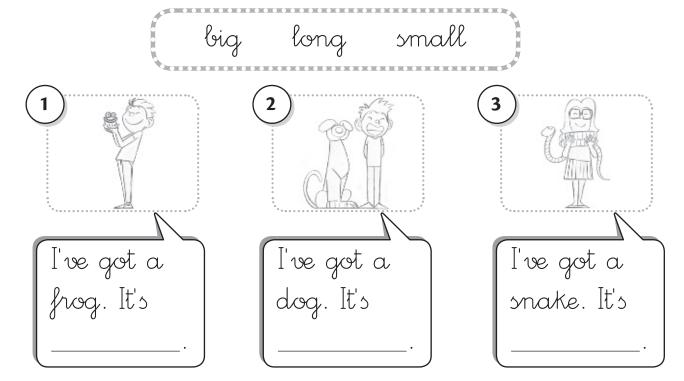
- 1 There's <u>one</u> fish.
- 2 There are \_\_\_\_ cats.
- 3 There's \_\_\_\_\_frog.
- 4 There's \_\_\_\_\_ bird.

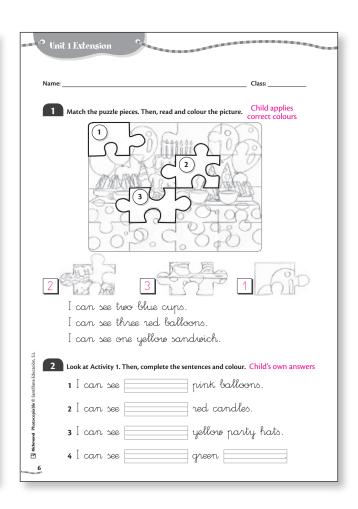
Name: Class:

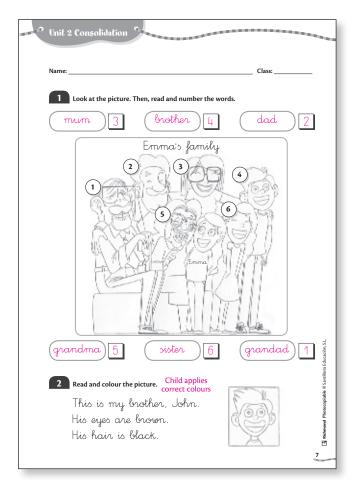
Find and colour the animals. Then, complete the words.

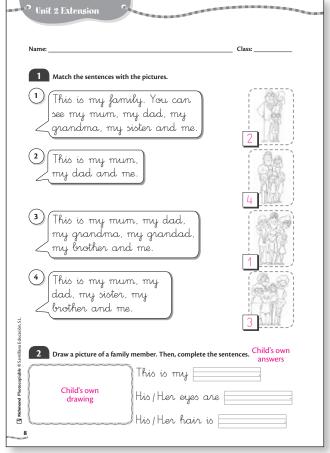


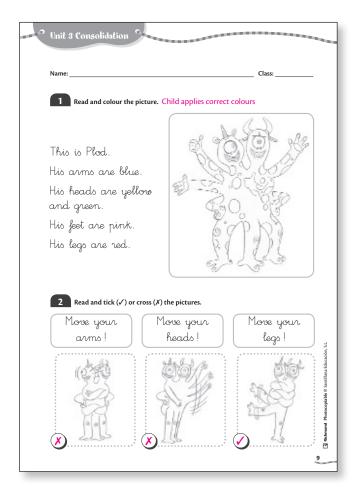
2 Look at the pictures and complete the sentences.

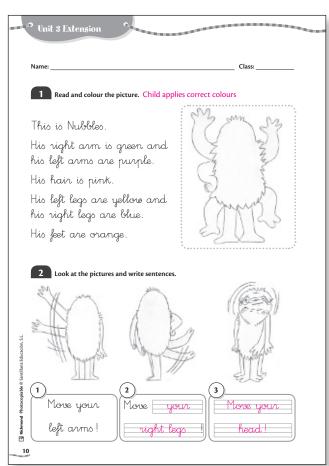


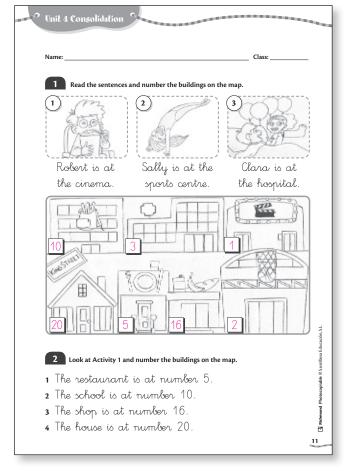


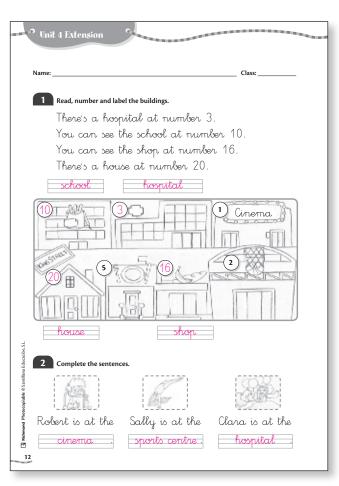


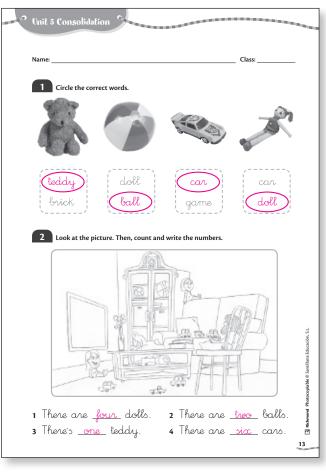


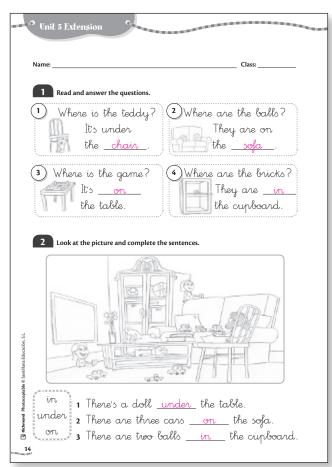


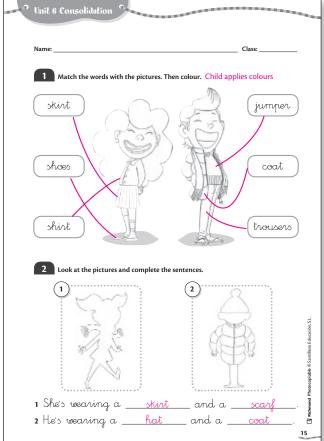


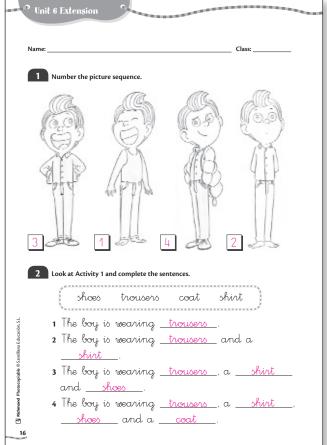




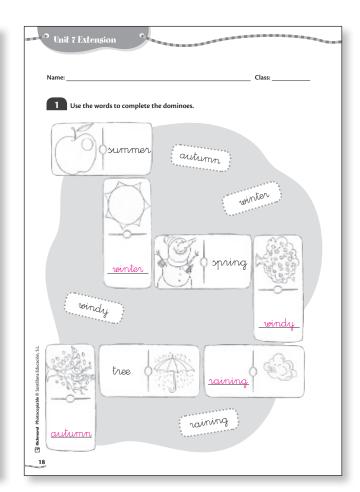


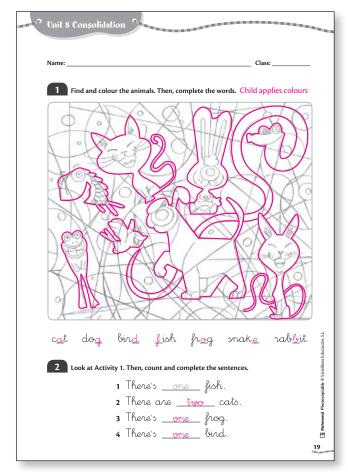


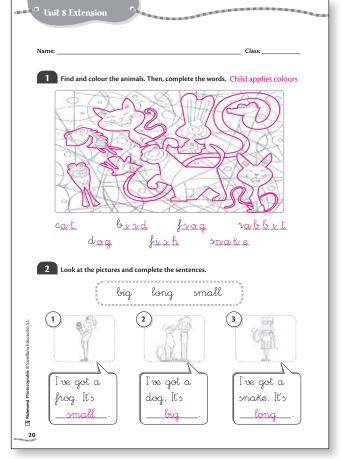


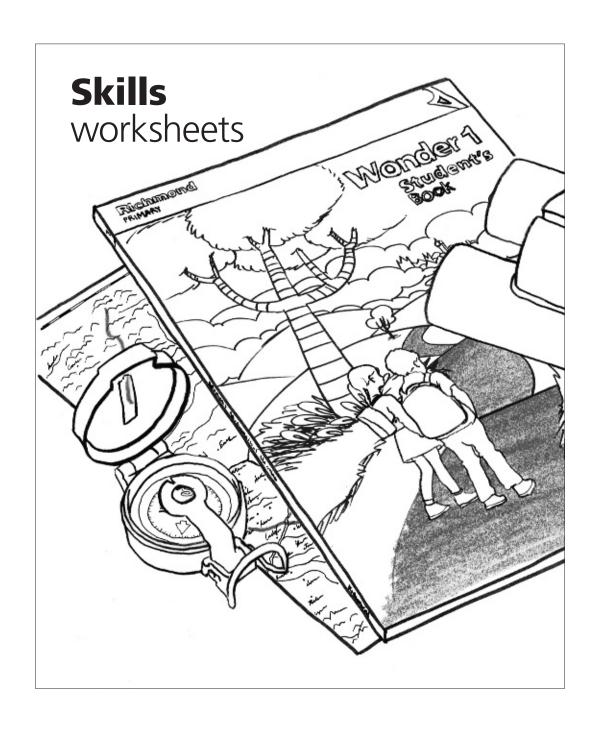


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Name:	Clas	ss:

Colour the cups.







iink



green



yellow



red

- Read and colour the pictures.
- 1 My party hat is green and my balloon is red.
- 2 My party hat is blue and my balloon is yellow.
- 3 My party hat is pink and my balloon is blue.
- 4 My party hat is yellow and my balloon is green.



3 Circle the pictures that don't begin with *c*.



Name:	Class:	
	-:455	

Match the sentences with the pictures. Then, read and colour.



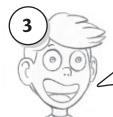
This is my mum. Her hair is brown and her eyes are blue.





This is my grandma. Her hair is black.





This is my brother. His hair is blond and his eyes are green.





This is my dad. His eyes are blue.



Tick ( $\checkmark$ ) the pictures that begin with b or g.

















## Match the sentences with the pictures.

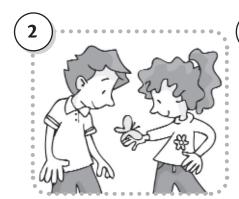
Move your arms in the air!

Move your head, please!

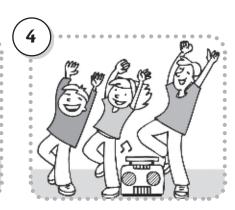
Don't move your hand!

Move your bottom, please!









### 2 Label the pictures that have *I* in them. Then read.















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S.		ĸ		×		80	1
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E		Œ.		Ø.			

Name:	Class:	

Read and circle T (true) or F (false).











- I can see you! You're at the sports centre!
- 2 [I can see you! You're at the bus stop!
- T F
- 3 [I can see you! You're at the shop!]
- T F
- (4) [I can see you! You're at a restaurant!]
- TF
- I can see you! You're at the cinema!
- TF

2 Complete the words with *t* or *n*. Then read.



my sis\_er



a stree\_



a sa\_dwich



a par\_y ha\_



a ci\_ema



my gra\_dma

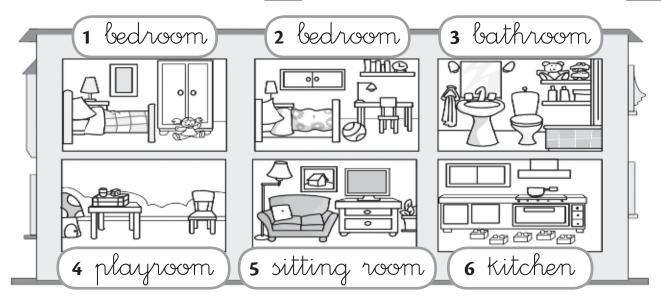


a hospi\_al

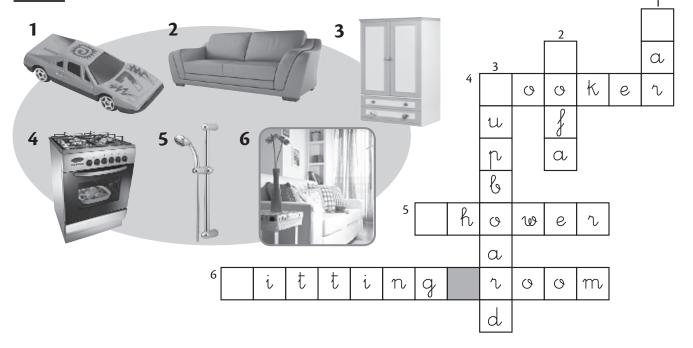
Name:	Clas	ss:

### Match the questions with the rooms.

Where are the cars? 3 Where's the teddy?
Where's the sofa? Where's the game?
Where's the doll? Where are the bricks?
Where's the TV? Where's the ball?



### 2 Complete the crossword with s and c. Then read.



Name:	Class:	

Look at the pictures, read and circle the correct words. Then colour.

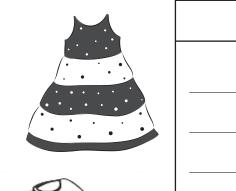


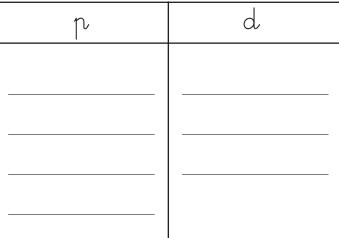






- 1 I'm wearing a yellow tracksuit / dress.
- 2 I'm wearing an orange scarf/coat.
- 3 I'm wearing purple pyjamas / trainers.
- 4 I'm wearing a red uniform / dress.
- Use the picture clues to complete the table. Then read.















Name: \_\_\_\_\_ Class: \_\_\_\_\_

# Read and circle T (true) or F (false).















- 1 It's summer.
- 2 What's the weather like? It's windy.
- 3 Today it's hot.
- 4 My birthday is in the spring.
- 5 It's raining today.
- 6 It's cold and sunny.
- 7 What's the weather like? It's cold.

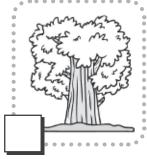
- Γ Ε
- T F
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- T F
  - T F
- T F
- T F

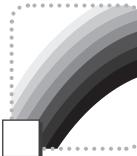
# Complete the words with w or r. Then match.

- 1 flo\_e\_
- 2 5no\_
- 3 \_inte\_
- 4 t\_ee
- 5 \_indy
- 6 \_ainbo\_













Name:	Class:	

Read and match the sentences with the pictures.

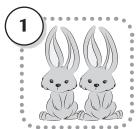
I've got two small pets with no legs.

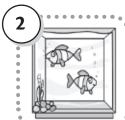
I've got a long pet with four short legs.

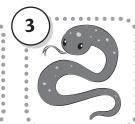
I've got a big pet with four long legs.

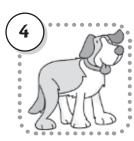
I've got two pets with big, long ears.

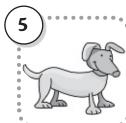
I've got a long pet with no ears and no legs.











Tick ( $\checkmark$ ) and label the pictures that have f or b in them. Then read.









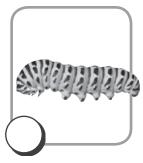


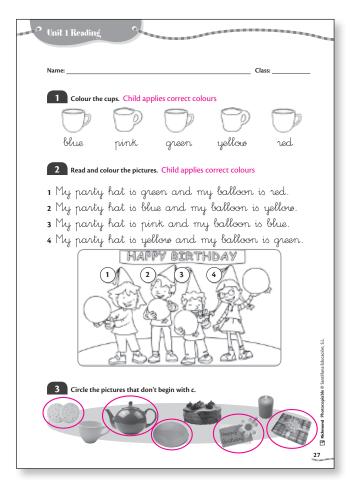


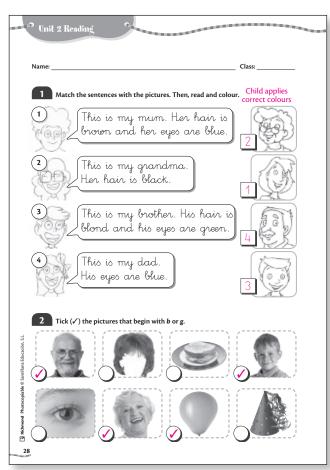




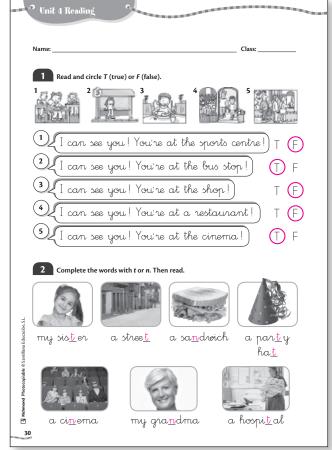


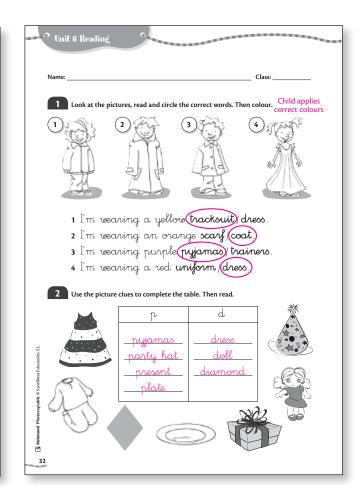






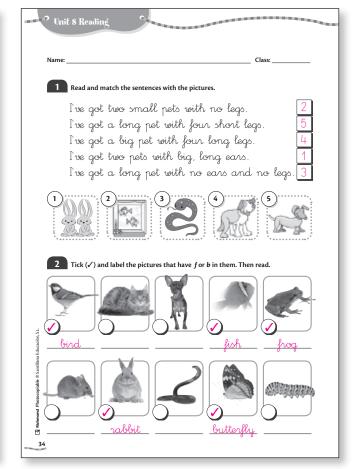






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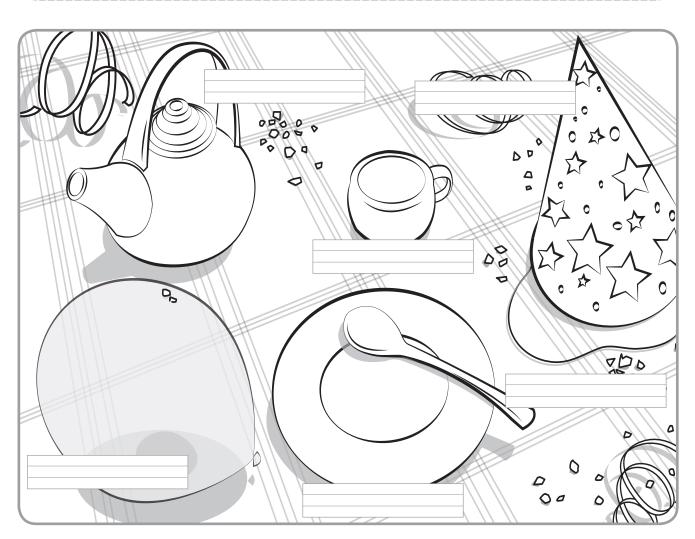
Unit 7 Reading	*****			
Name: Class:				
1 Read and circle T (true) or F (false).				
1 It's summer.	(F)			
2 What's the weather like? It's windy. T				
3 Today it's hot.				
4 My birthday is in the spring.	(F)			
5 It's raining today.	F			
6 It's cord and surrry.	(F)			
7 What's the weather like? It's cold.	F			
2 Complete the words with w or r. Then match.				
1 ëo re 1 2 sno 10 3 reinter 4 tree 5 reindy 6 rainbore 2	3 Referenced Photocopiable © Sandlines Educación, S.L.			



1 Complete the lines of letters.

2 Use the words to label the pictures.

balloon cup party hat plate spoon teapot

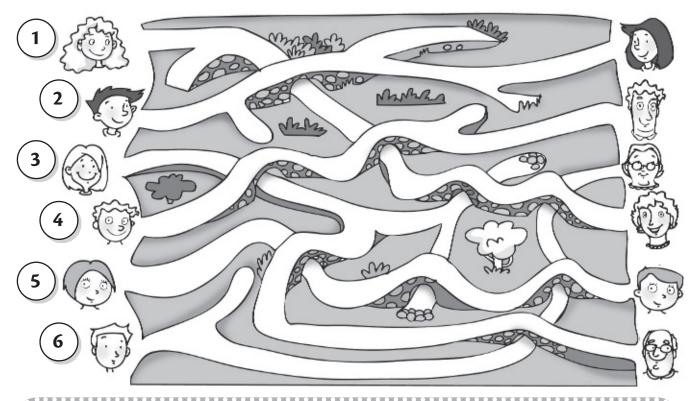


Name:	Class:	

G G G G \_\_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_

999 — — — — — — —

2 Solve the maze and complete the sentences.



brother mum grandad sister dad grandma

1 This is my

2 This is my

3 This is my

4 This is my

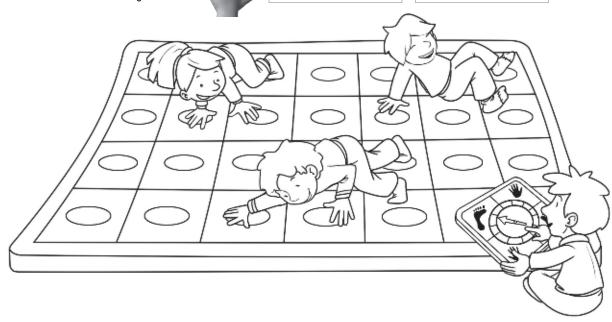
5 This is my

6 This is my

Use the words to complete the sentences. Then, colour the picture.

right left hand foot

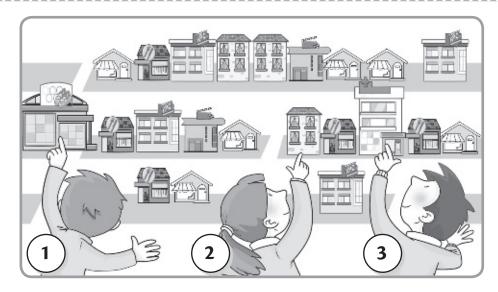
- 1 Move your
- 2 Move your
- 3 Move your 4



Name:	Class:	

Use the words to complete the sentences.

shops <del>cinemas</del> hospital <del>house</del> restaurants <del>schools</del> sports centre



- 2 Wow! There are four schools in my town and five Look! My house
- 3 Yes! And there are six and two

cinemas and there's a

Μ	M	M	M	 	 	 	 
m	m	m	m	 	 	 	 
S	S	S	S	 	 	 	 
5	<b>A</b>	^	Ą				

Complete the sentences with *in*, *on* or *under*. Then, colour the picture.

- 1 My bricks are \_\_\_\_\_ the cupboard.
- 2 My teddy is \_\_\_\_\_ the bed.

  3 My dolls are \_\_\_\_\_ the bed.
- 4 The game is \_\_\_\_\_ the bed and \_\_\_\_ my teddy.
- 5 The cars are \_\_\_\_\_ the cupboard.



Complete the lines of letters.

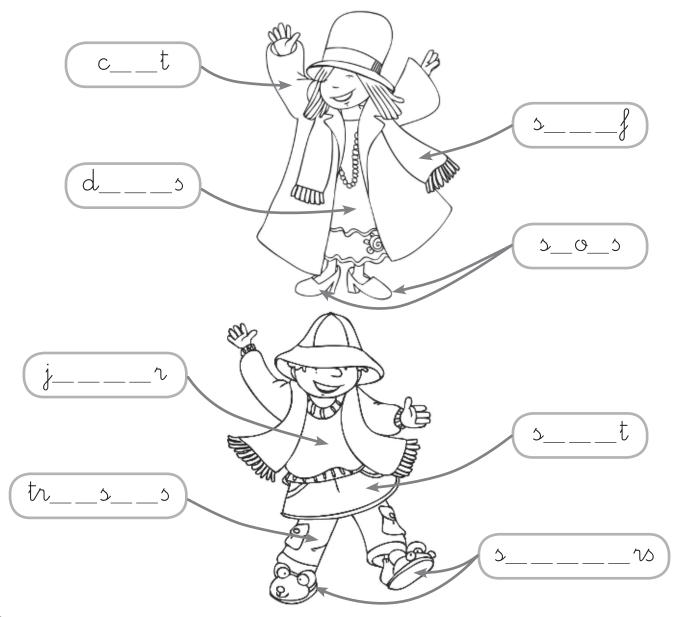
P P P \_\_\_ \_\_ \_\_ \_\_ \_\_\_ \_\_\_

r r r — — — — — — — —

D D D D \_\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

d d d d \_\_ \_\_ \_\_ \_\_ \_\_ \_\_ \_\_\_

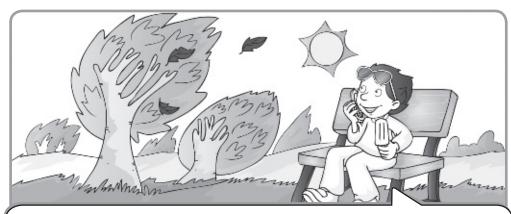
2 Complete the words. Then, colour the pictures.



Name:	Clas	ss:

Υ	Y	Y	Y	 	 	 	 
		¥ W		 	 	 	 
		/ o )		 	 	 	 

2 Look at the pictures and complete the speech bubbles.



The weather? It's very nice. It's h\_\_\_
and s\_\_\_\_ but it's w\_\_\_\_ too.



It's r\_\_\_\_\_ here and it's c\_\_\_\_.

But there's a beautiful r\_\_\_\_.

Complete the lines of letters.

K K K K \_\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

K K K \_\_\_ \_\_ \_\_ \_\_ \_\_\_ \_\_\_

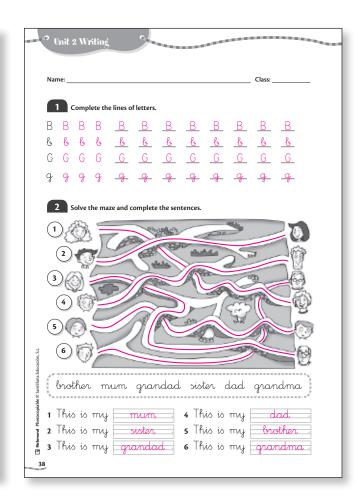
F F F \_\_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

2 Look at the pictures and complete the speech bubbles.

I've got a	I've got a
I've got a	I've got a

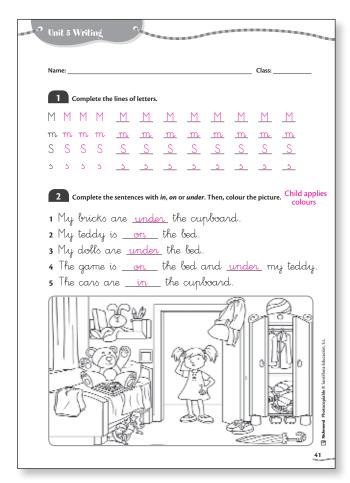
Tive got a

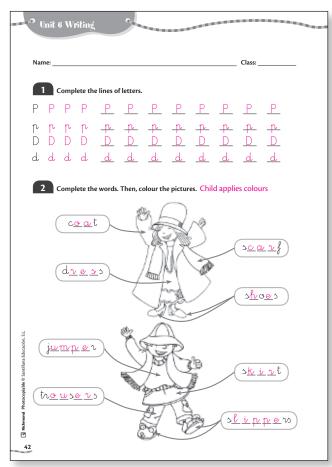
[ive got a

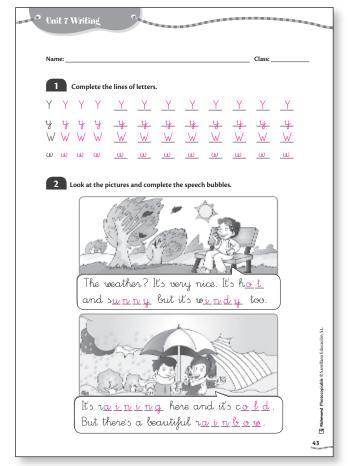


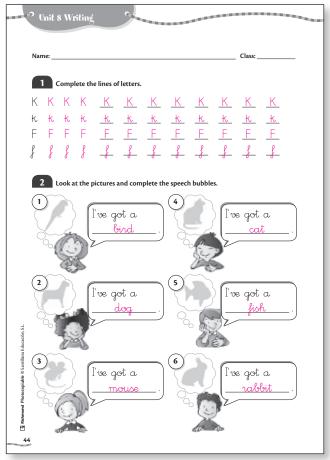
Uni	it 3 V	Vrit	ing		-		***	***			
Nan	1e:									Class: _	
1	c	omp	ete th	e lines o	f letters.						
L	L	L	L	L	<u>L</u>	L	L	L	L	L	L
l		l		<u>l</u>						_	<u>l</u>
R	К	К	R	<u>R</u>	<u>R</u>	<u>R</u>	<u>R</u>	<u>R</u>	<u>R</u>	<u>R</u>	<u>R</u>
l	r	τ	r	<u>\lambda</u>	<u>\lambda</u>	<u>\lambda</u>	<u>\lambda</u>	<u>\lambda</u>	<u>\lambda</u>	<u>\lambda</u>	<u>\lambda</u>
2	U	se th	e word	ls to con	nplete tl	ne sente	nces. Th	en, colo	ur the p	icture.	Child app
	_	_									colour
				ght	_				, J.	*****	j
	1	Ma	ove	your		,	iight		foo	et .	
	2	Ma	90e 1	your	W	,	ight		hav	nd .	
				your	_		left		loc	st .	
	,	М.		your	W		0 0_0+		2		
	4	IK	906	your	1	•	ieji		1 VOV	na .	
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			//	-74 -5/4		5	3	7/A	4	冬	\
		1	Æ	/=		7	521	<u> </u>	0	6	1/
	/	//	5/		10	4	為	Z-			F 38
	4		_/	$\stackrel{\smile}{=}$	/ "Sal		-57.	$\stackrel{\smile}{=}$	1 1/1		5
										1	3

Unit 4 Writing
Name: Class:
1 Complete the lines of letters.
T T T T T T T T T T T T T T T T T T T
2 Use the words to complete the sentences.  -shops -cinemas fuzzital fouse -restaurants -schools sports centre
1 2 3
1 Look. Here's the sports centre It's big! 2 Wow! There are four schools in my town and five restaurants Look! My house 3 Yes! And there are six shops and two cinemas and there's a hospital.

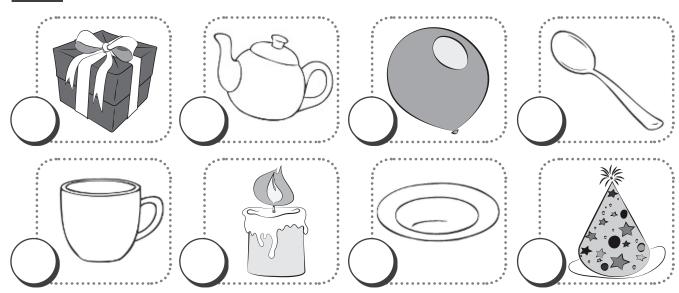




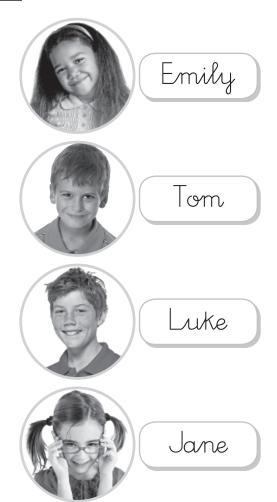




1 Listen and tick ( ).

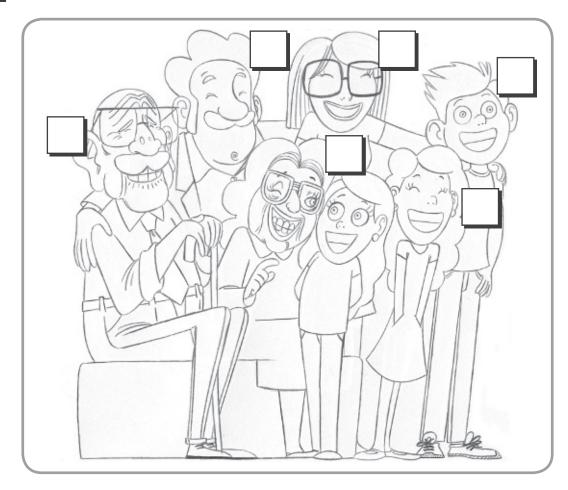


2 Listen and match the pictures.





T Listen and number the family members.



2 8 Listen and colour.

1











4



()



Listen and match the numbers with the pictures.

1

2

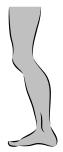
3

4

5







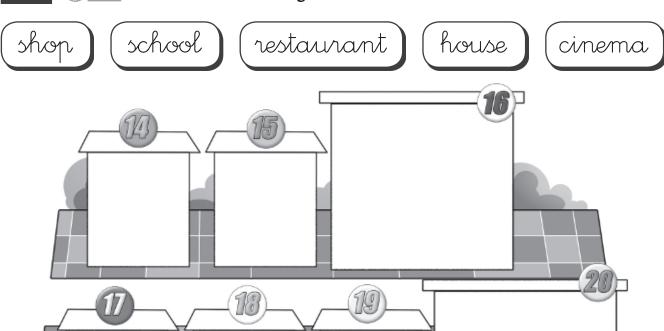




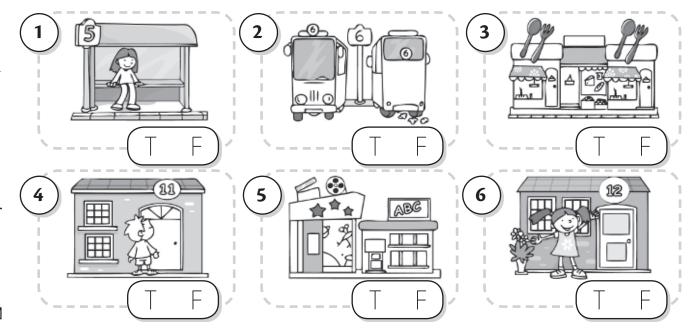
2 Listen and circle the parts of the body.



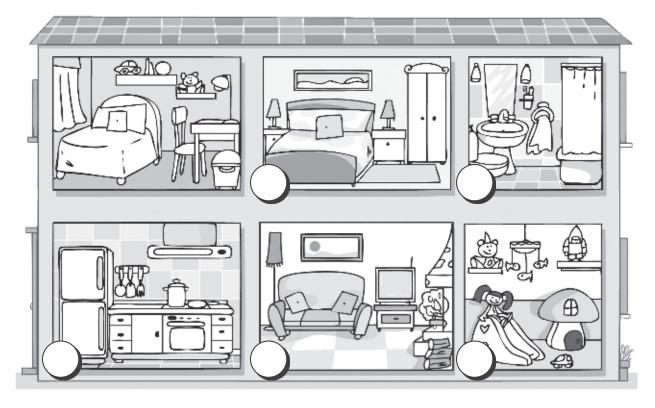
1 Listen and match the signs.



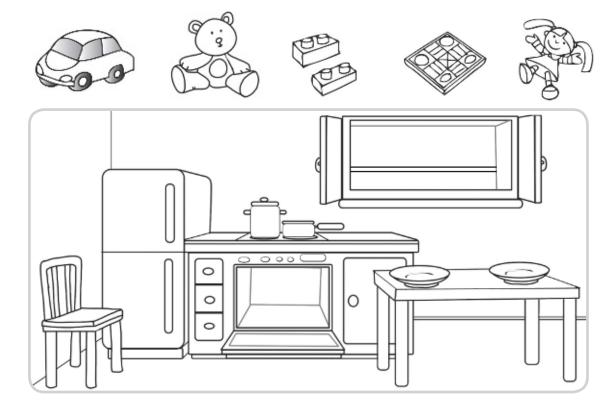
2 Listen and circle T (true) or F (false).

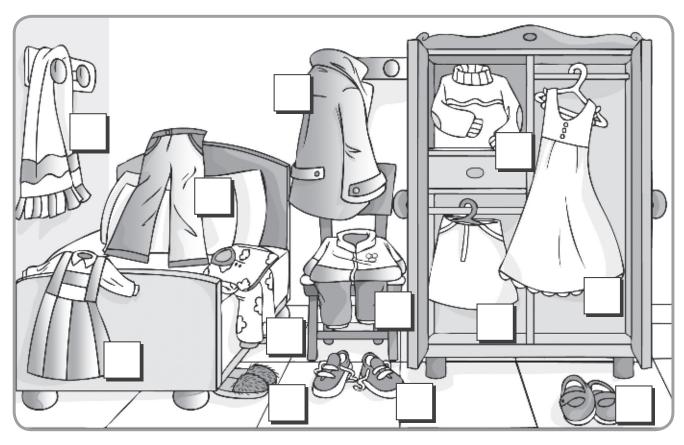


1 Listen and number the rooms in order.

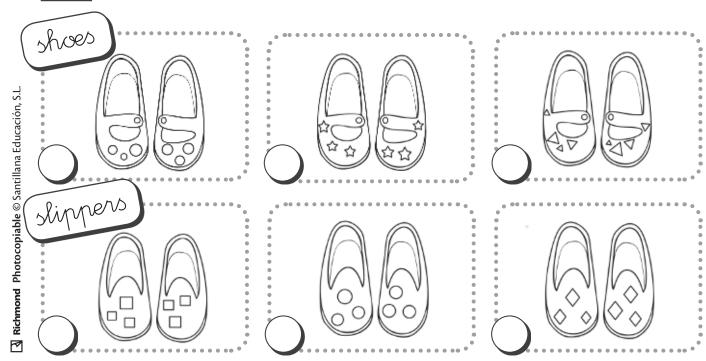


2 Listen and match the toys with the correct place. Then draw.

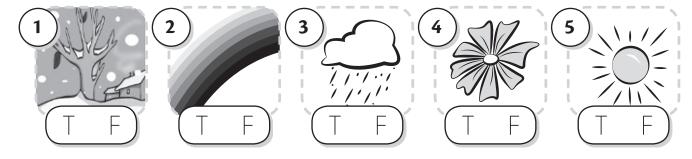




2 Listen and number. Then, listen again and colour.



1 29 Listen and circle T (true) or F (false).

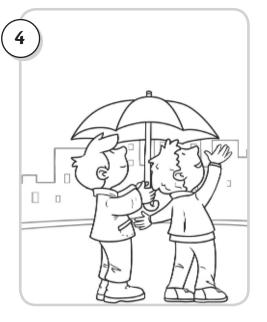


2 Listen and draw the missing things.

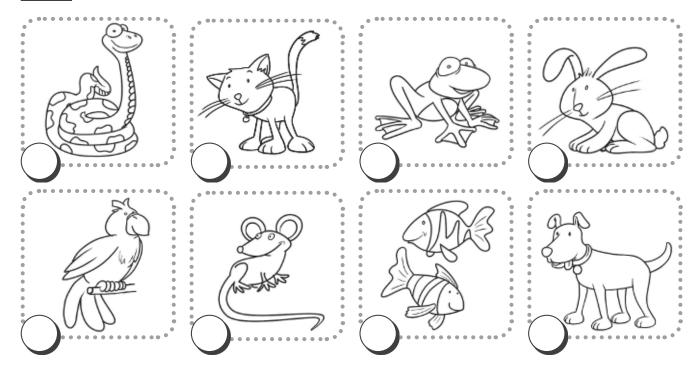




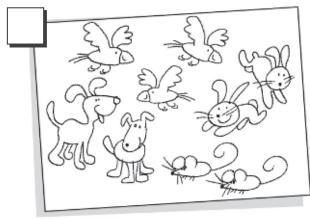


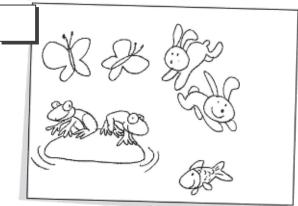


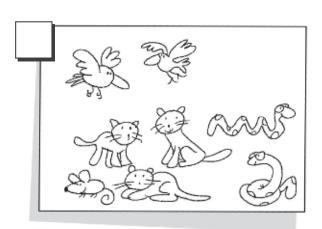
1 Listen and number the five animals. Then, listen again and colour.

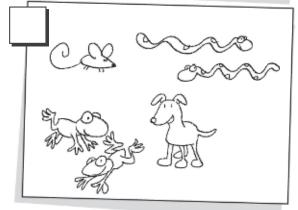


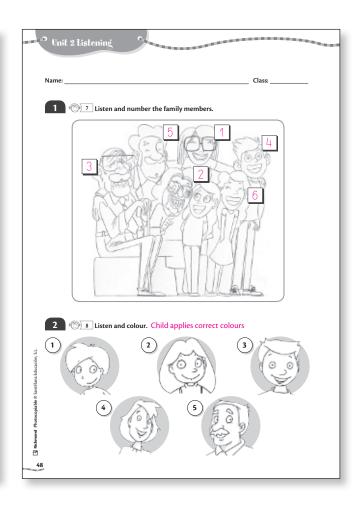
2 34 Listen and tick (✓).

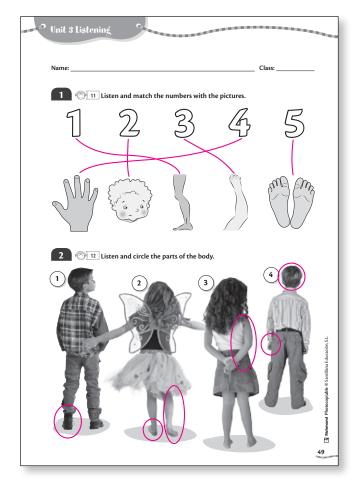


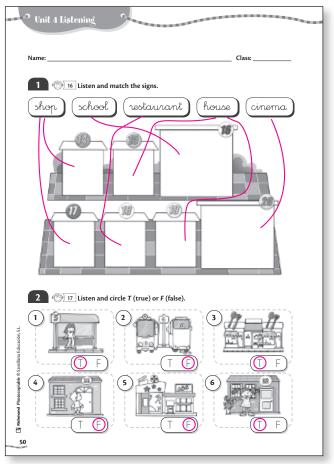


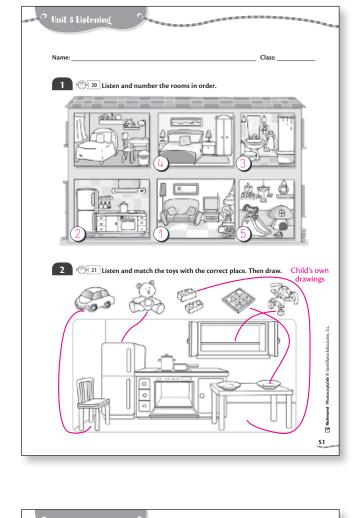




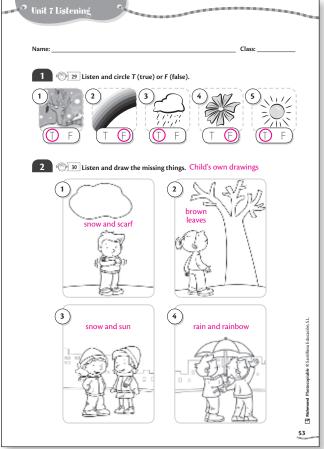


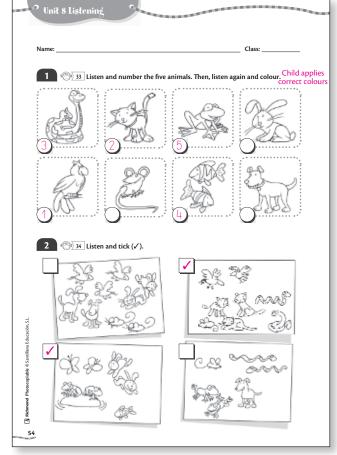












Unit 1 Listening 3



**Narrator:** Listen and tick (✓).

**Narrator:** 

cup spoon party hat teapot candle



**Narrator:** Listen and match the pictures.

Emily: I'm Emily. I can see a cake! Tom: My name is Tom. I can see jelly! Luke: I'm Luke. I can see sandwiches! Jane: My name is Jane. I can see biscuits!

Unit 2 Listening 7



Narrator: Listen and number the family members.

Narrator: One. Emma: My mum. Narrator: Two.

Emma: My grandma.

Narrator: Three. Emma: My grandad.

Narrator: Four. **Emma:** My brother.

Narrator: Five. Emma: My dad.

Narrator: Six. Emma: My sister.



Narrator: Listen and colour.

Narrator: One. **Boy:** His hair is blond.

Narrator: Two.

Girl: Her eyes are brown.

Narrator: Three. Boy: His eyes are blue.

Narrator: Four.

Girl: Her hair is brown.

Narrator: Five.

Boy: His hair is black and his eyes are green.

Unit 3 Listening 11



\*\*\*\*\*\*

Narrator: Listen and match the numbers

with the pictures.

Narrator: One. Teacher: Leg. Narrator: Two Teacher: Head.

Narrator: Three. Teacher: Arm. Narrator: Four. Teacher: Hand. **Narrator:** Five. Teacher: Feet.



**Narrator:** Listen and circle the parts of the body.

Narrator: One.

Teacher: Stamp your left foot.

Narrator: Two.

Teacher: Move your right leg. Then, move

your left foot.

Narrator: Three. **Teacher:** Move your right arm.

Narrator: Four.

**Teacher:** Slap your head with your left hand.

Unit 4 Listening 16



Narrator: Listen and match the signs.

Boy:

There are two shops at numbers 14 and 17.

There's a cinema. It's at number 20. There's a restaurant at number 18.

There are two houses at numbers 15 and 19.

Number 16 is my school.



**Narrator:** Listen and circle T (true) or F (false).

Narrator: One.

Girl: I can see you at the bus stop.

Narrator: Two.

**Girl:** There are three buses at the bus stop.

Narrator: Three.

Girl: There are two restaurants and a shop.

Narrator: Four.

Girl: Alex's house is at number 13.

**Narrator:** Five.

**Girl:** There's a cinema and a sports centre.

Narrator: Six.

**Girl:** My house is at number 12.



Narrator: Listen and number the rooms in order.

**Boy:** This is the sitting room and that's the kitchen. There's the bathroom and there are two bedrooms there. And this... is the playroom! Let's play!



Narrator: Listen and match the toys with the correct place. Then draw.

The car is under the chair. The teddy is on the fridge. The bricks are under the table. The game is on a plate on the right. The doll is in the cupboard.

## Unit 6 Listening (24)



**Narrator:** Look at the picture. Then, listen and tick ( $\checkmark$ ).

### **Teacher:**

Take off your coat. Take off your shoes. Take off your uniform. Put on your pyjamas. Put on your slippers!



Narrator: Listen and number. Then, listen again and colour.

Narrator: One.

Boy 1: My slippers are brown with circles.

Narrator: Two.

Girl 1: My shoes are yellow with stars.

**Narrator:** Three.

Boy 2: My slippers are green with diamonds.

Narrator: Four.

Girl 2: My shoes are blue with circles.

Narrator: Five.

**Boy 3:** My slippers are red with squares.

Narrator: Six.

Girl 3: My shoes are purple with triangles.

Unit 7 Listening (29)

**Narrator:** Listen and circle T (true) or F (false).

Narrator: One. Girl: It's winter! Brrrr!

Narrator: Two. Boy: There's snow! **Narrator:** Three. Girl: It's raining today.

Narrator: Four.

**Boy:** There are three flowers.

Narrator: Five.

Girl: What's the weather like?

Boy: It's sunny.



Narrator: Listen and draw the missing things.

Narrator: One.

Boy 1: Brrr, it's cold and it's snowing. I'm wearing

a scarf.

Narrator: Two.

Girl 1: It's autumn. I can see brown leaves.

Narrator: Three.

**Girl 2:** What's the weather like? **Girl 3:** There's snow but it's sunny.

Narrator: Four.

Boy 2: It's raining today and there's a rainbow.

# Unit 8 Listening (3) 33



Narrator: Listen and number the five animals.

Then, listen again and colour.

Narrator: One.

**Girl 1:** This is my yellow and blue bird.

Narrator: Two.

Boy 1: This is my black and brown cat.

Narrator: Three.

Girl 2: This is my black and red snake.

Narrator: Four.

Boy 2: These are my orange and blue fish.

**Narrator:** Five

Girl 3: This is my green frog.



**Narrator:** Listen and tick ( $\checkmark$ ).

Boy 1: Oh, look! There's a mouse... and I really like

the snakes!

Girl 1: Snakes? Yewww. I like the birds. Oh, and the cats.

Boy 2: Look, look! There are two frogs! And I like the fish. Wow.

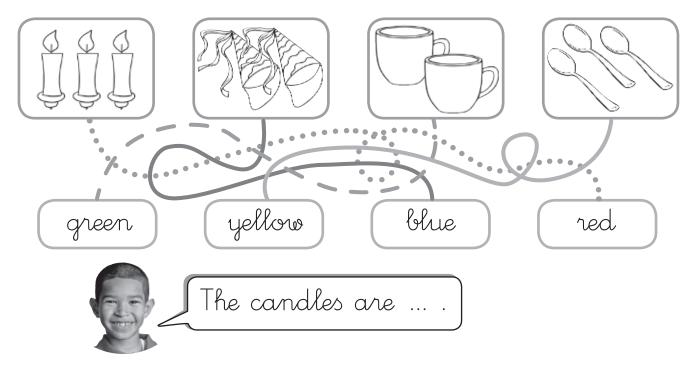
Boy 3: Oh, I like the rabbits... Ah! and

the butterflies!

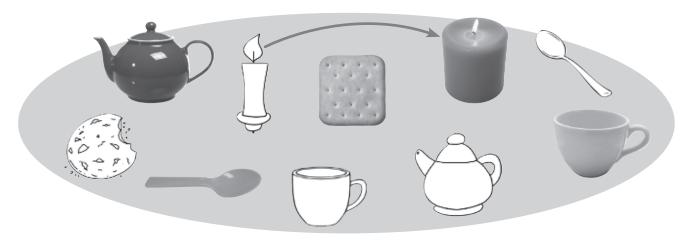
Point to the pictures and say.



Follow the lines. Then, colour and say.

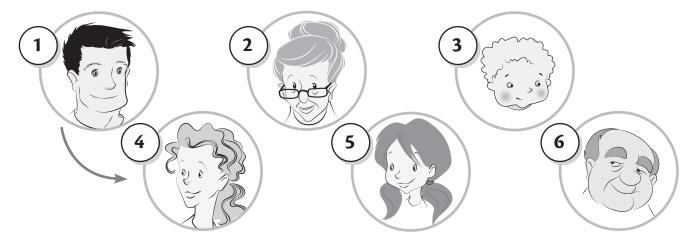


Match the pictures. Then, point and say.



Name:	Class:	

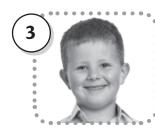
Match the pictures. Then, point and say.



Point to the pictures and say.











This is my ....

brother

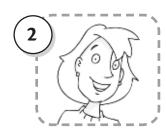
eacher

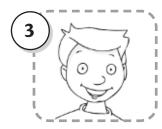
grandma

friend

3 Colour the pictures and say.







Her hair is ....

His eyes are ....

Name: Class:

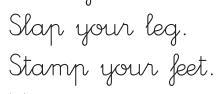
Label and say the parts of the body.



Match the pictures with the sentences and say.



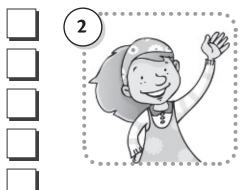
Clap your hands. Move your head.



Move your arm.

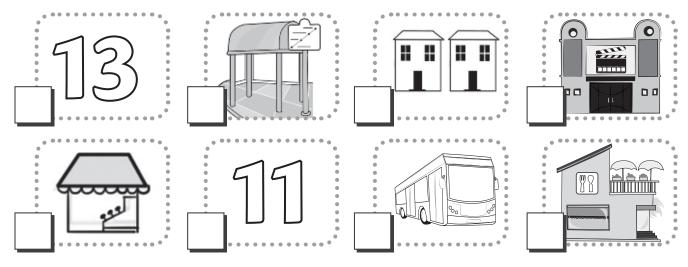








Tick ( $\checkmark$ ) and say the words that have t or n in them.



- 2 Say the numbers in order.
- 19 17 11 15 20 14 16 12 18 13
- 3 Look at the picture. Then, count and say.



schools

-{restaurants

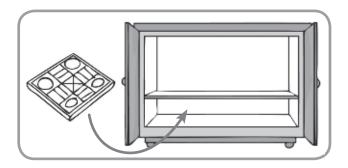
Shops

Scinema

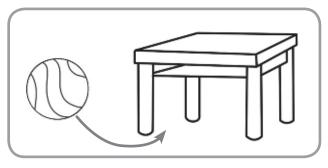
Circle the pictures that begin with c or s. Then say.



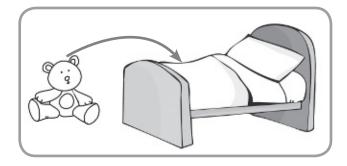
2 Complete the sentences and say.



1 in the \_\_\_\_\_



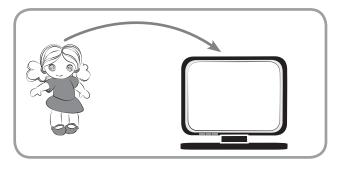
4 under the \_\_\_\_\_



2 on the \_\_\_\_\_



5 in the \_\_\_\_\_



3 on the \_\_\_\_\_



The car is in the bedroom.

1 Look and say the sequences.





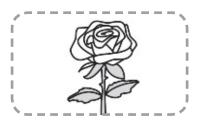


2 Colour the picture and say.



Label the pictures. Then, point and say.

snow apple flower leaves rainbow tree





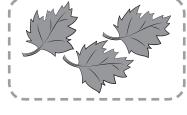


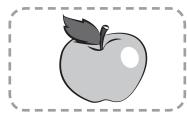
1 \_\_\_\_\_









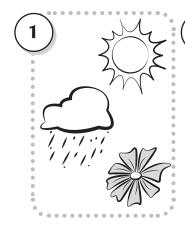


4 \_\_\_\_\_

5 \_\_\_\_\_

6

Point and say the weather.









3 Look at Activity 2 and say the season.

summer

spring

autumn

winter

Circle the correct words and say.

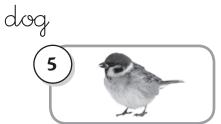






long / short a small / big a long / short ears dog tail





a short / long a small / big

Classify and say the words.

Four legs

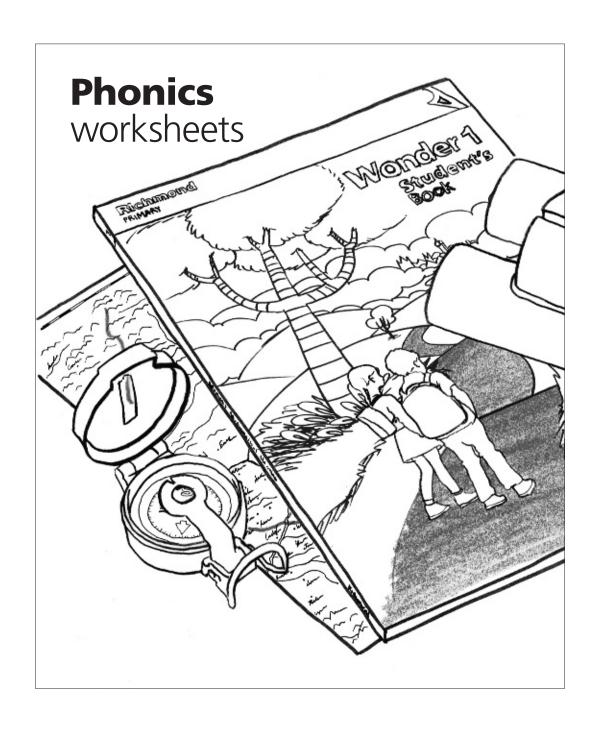
Two legs

No legs

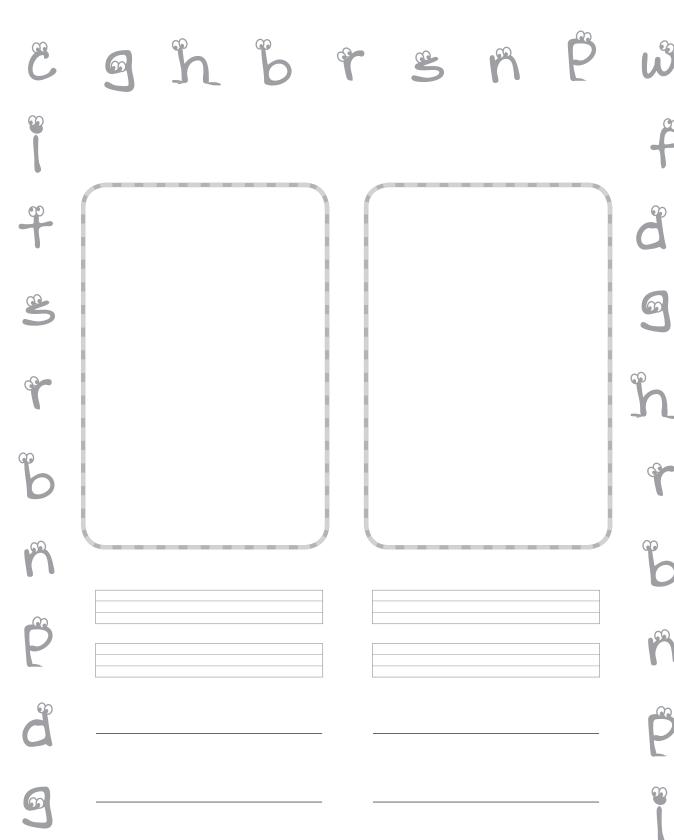
bird cat dog fish frog mouse rabbit snake

Draw your favourite pet and say.

I really like ... .







Ph 9

🖪 Richmond Photocopiable © Santillana Educación, S.L.

Colour the letters. Then, match the letters with the pictures.



2 Complete the words.

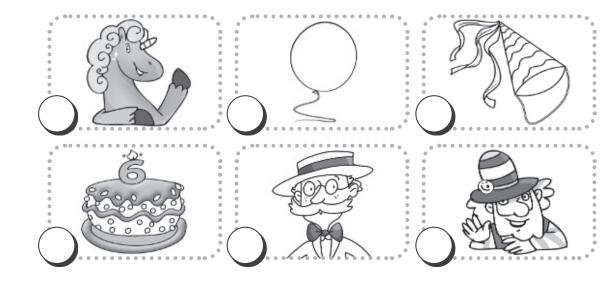
\_olly \_at \_laude \_appy \_ake \_andle

Name:	Class:	

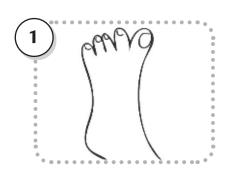
Colour the key. Then, match the words with the pictures and colour.

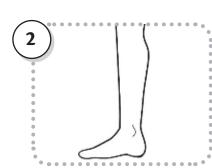


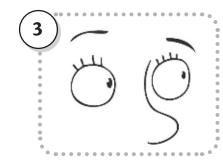
Tick (✓) the odd one out.



Match the words with the pictures. Then, colour and say.







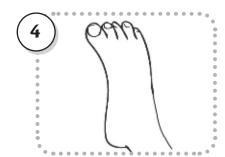


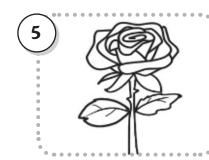


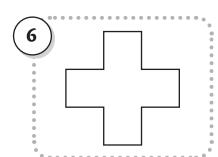






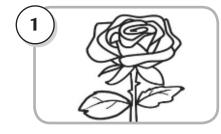






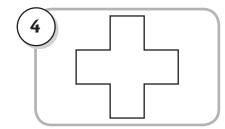
2 Look at the key. Then, say and colour.

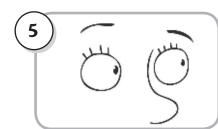


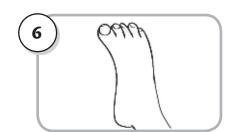




3	CPNV9	



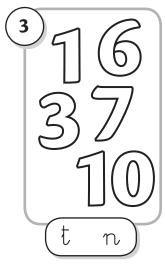




Look at the pictures and say the words. Then, circle the correct letters.





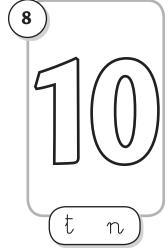












2 Copy the words.

10

toy shop

•	
MAMA	

teapot


town

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arre e	: 44	j	) 30/	· .
1 1/1	.4/1	11/4	1	LZ)

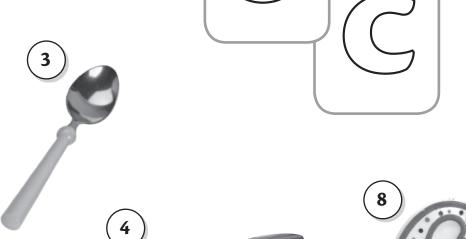


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9 7 7 7 7	:
1.47.7	

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Colour the letters. Then, match the letters with the pictures.











2 Complete the words.

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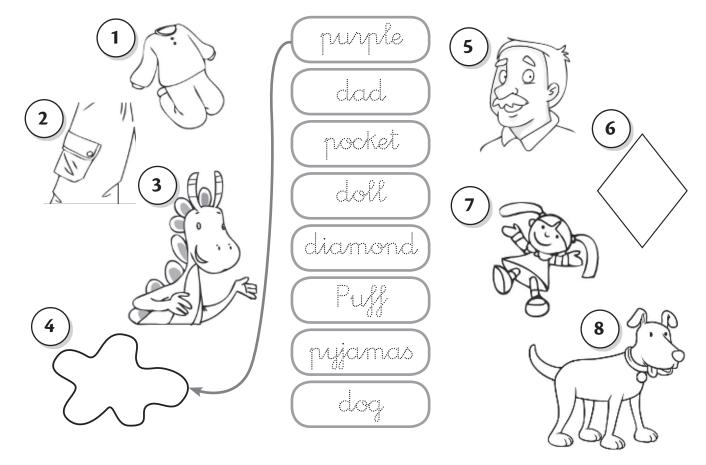
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\_andwich

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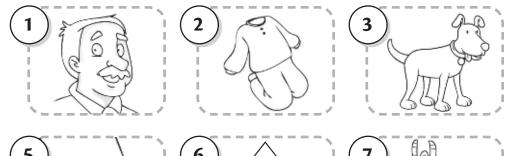
Name:	Class:	

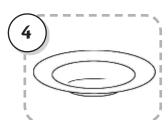
Match the words with the pictures. Then, colour and say.

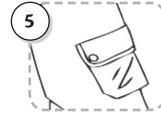


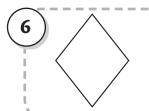
2 Look at the key. Then, say and colour.









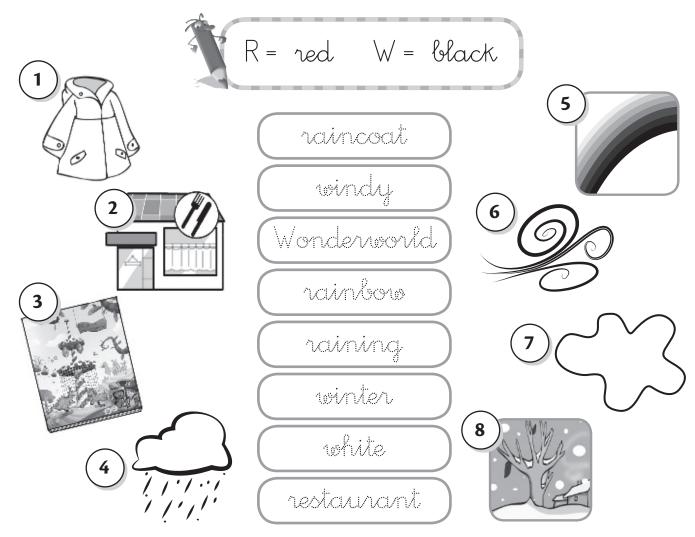




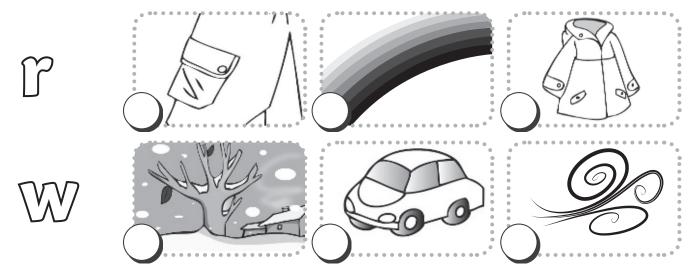


Name: \_\_\_\_\_\_ Class: \_\_\_\_\_

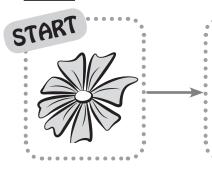
Look at the key. Then, draw colour lines to match the words.



Tick (✓) the odd one out.

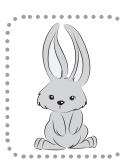


Draw a path with the f and m words. Then say.

































Complete the words.

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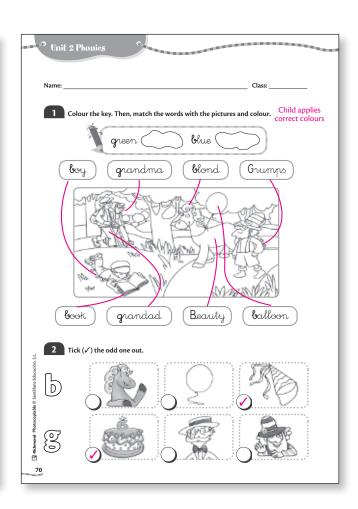
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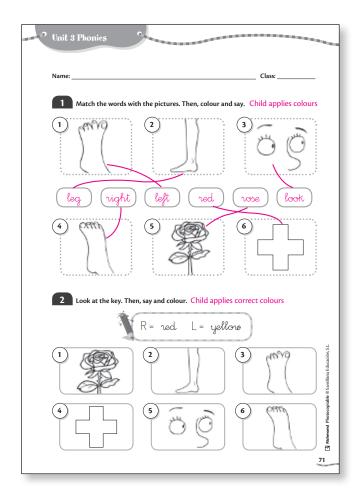
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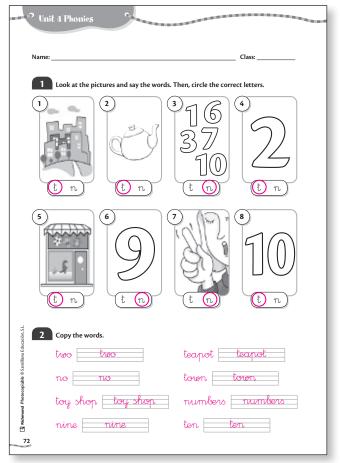
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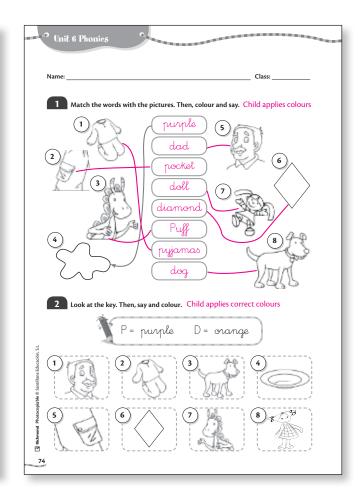
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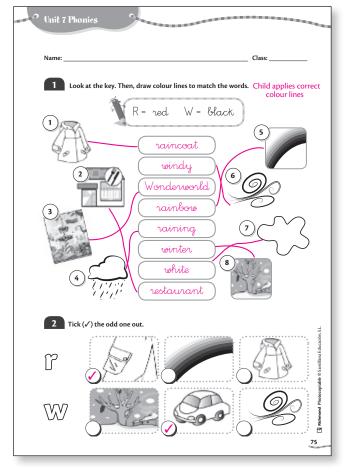
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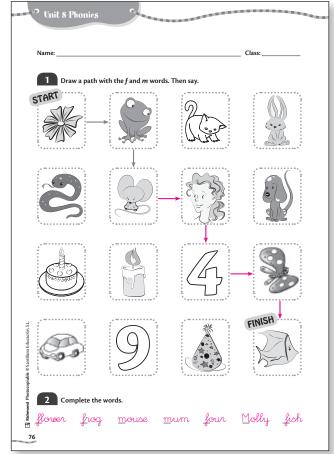


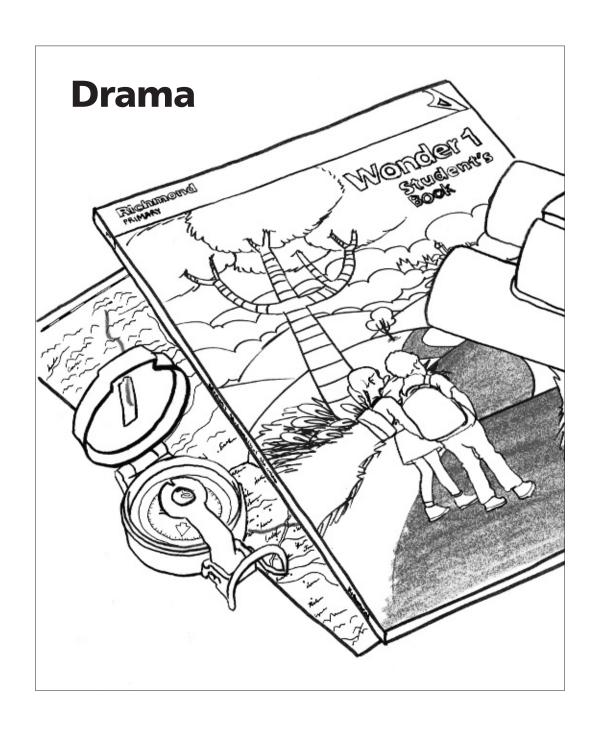














**Objectives:** Children work together, use their imagination, practise English, rehearse and then perform a play.

#### **Instructions**

#### 1. Tell the story.

Explain that the children are going to prepare a play about a special birthday party. The Magic family invites their magic friends to Micky Magic's birthday party. The magic friends arrive at the party. There is food and drink. There is a birthday cake. They do magic spells and turn some friends into birthday presents: a toy doll, a pet cat and a toy train. They play *Magic Mum says...*. Then, the presents eat the cake! Oh no! But Magic Grandma makes a new cake with a magic spell so they can all eat birthday cake!

#### 2. Assign roles.

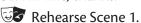
Give all the children in the class something to do and say. Roles can be assigned to individual children, in pairs or in groups, depending on their confidence or ability.

#### 3. Pre-teach vocabulary and key phrases and prepare the characters.

Practise and prepare the language with all the children, using chanting and games. **Birthday party:** Ask *What do you have at a birthday party?* Elicit language in the play. **Magic family and friends:** In pairs, children pretend to be magicians. Then, they take it in turns to cross the room from opposite sides, meet in the middle and ask:

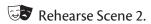
S1: Hello, how are you?

S2: I'm fine, thanks.

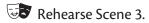


**Spells:** Explain what a magic spell is (like *Abracadabra!*). Then, teach them the magic spell in Scene 2. Practise the movements with wands.

**Presents:** The children mime carrying a present in a box. The other children have to ask questions to guess the present. *Is it an animal / toy?* Elicit the presents in the play. Children mime a pet or a toy sitting in a chair. The other children guess the pet or toy.



**Mrs Magic says...:** Ask How do you play Simon Says? Elicit instructions: move your head, sit down, stand up, clap your hands, etc. Practise the game Mrs Magic says....



**Eating the cake:** The children mime eating some food and the others guess the food. Decide on the cue line for the presents to eat cake.

Practise the presents eating their cake secretly and telling the audience to shhh.



The birthday cake spell: Everyone practises the spell for the birthday cake.



#### 4. Rehearse the play.

Rehearse scene by scene and then all the way through. Let the children rehearse with any props and costumes several times.

#### 5. Perform the play.

Play a warmer game before the performance. For example, children walk around and say a line from the play in character.

**Optional suggestions:** Add more party games to Scene 3, for example: *Hide and seek* or *Musical chairs*. The characters sing the *Happy birthday* song at the end.

### The Magic family's birthday party

#### **Characters**

Magic family: Mum, Dad, Micky, Sister, Grandma, Grandad Magic friends

Magic birthday presents: a toy doll, a pet cat, a toy train (these are magic friends who are turned into presents by a magic spell)

**Note:** Roles can be assigned to individuals, pairs or groups of children (see Teacher's notes).



#### Scene 1: The magic friends arrive

(The magic friends arrive at the party.)

**All:** Hello!

Magic Dad: How are you?

Magic friends together: I'm fine, thanks!

Magic Mum: Look! Biscuits, sandwiches, jelly. (Magic Mum uses her wand

to show the food.)

Magic Micky: This is my birthday cake! I'm seven!

Magic friends: Oh, birthday cake! (Look at the cake. Then, sit or stand

by the table.)



#### Scene 2: Birthday presents

Magic Mum: Birthday presents! Let's have a magic spell!

Magic friend 1: Clap your hands,

Stamp your feet, Count to seven, A birthday present! 1, 2, 3, 4, 5, 6, 7. Whoosh!

(A magic friend is turned into a toy doll.)

Magic Micky: A toy doll!

Magic friend 2: Clap your hands,

Stamp your feet, Count to seven, A birthday present! 1, 2, 3, 4, 5, 6, 7. Whoosh!

(A magic friend is turned into a pet cat.)

Magic Micky: A pet cat!

Magic friend 3: Clap your hands,

Stamp your feet, Count to seven, A birthday present! 1, 2, 3, 4, 5, 6, 7. Whoosh!

(A magic friend is turned into a toy train.)

Magic Micky: A toy train!

Magic friends, family and presents: Happy Birthday!

Magic Micky: Thank you!



**Scene 3: Party games** 

Magic Sister: Let's play Magic Mum says...!

Magic friends: Yes!

(Everyone plays the game.)

Magic Mum: Magic Mum says: Sit down! Magic Mum says: Move your head!

Stand up!



# Scene 4: Where's the cake?

(While they are playing the game, the presents secretly eat the cake. They tell the audience not to say anything. No one sees them.)

Magic presents (to audience): Shhh! Magic Grandad: Let's eat some cake!

(Magic Dad looks for the birthday cake. It's not there!)

Magic Dad: Where's the cake?

Magic friends (each one to the next friend in a line): Where's the cake? Magic friends: Look! (pointing to the presents, the doll, the cat and the train

who are eating the cake) Presents (eating): Yum, yum!

All: Oh, no!



### Scene 5: A magic birthday cake

Magic Grandma: Let's have a magic spell!

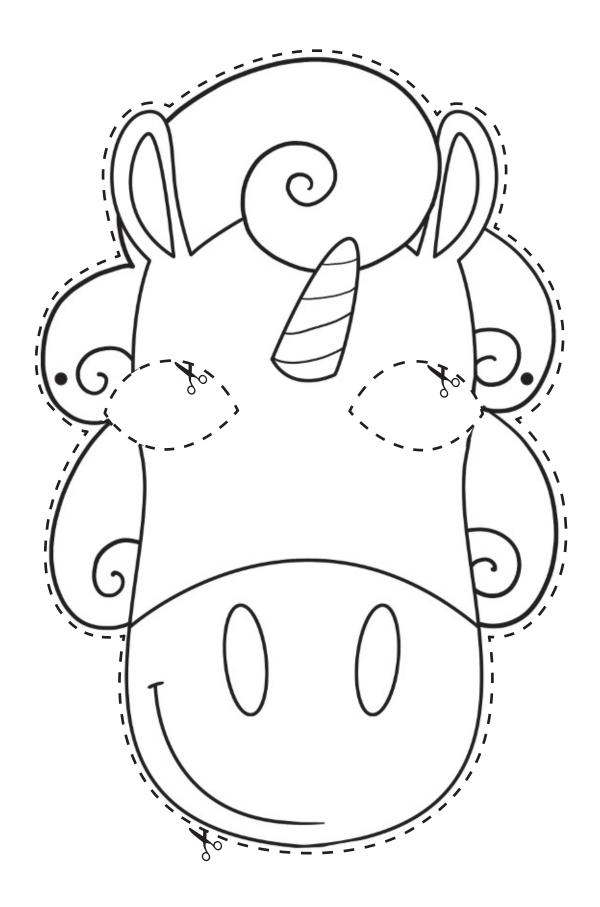
**All:** Click your fingers, Stamp your feet, Count to eight, A cake to eat!

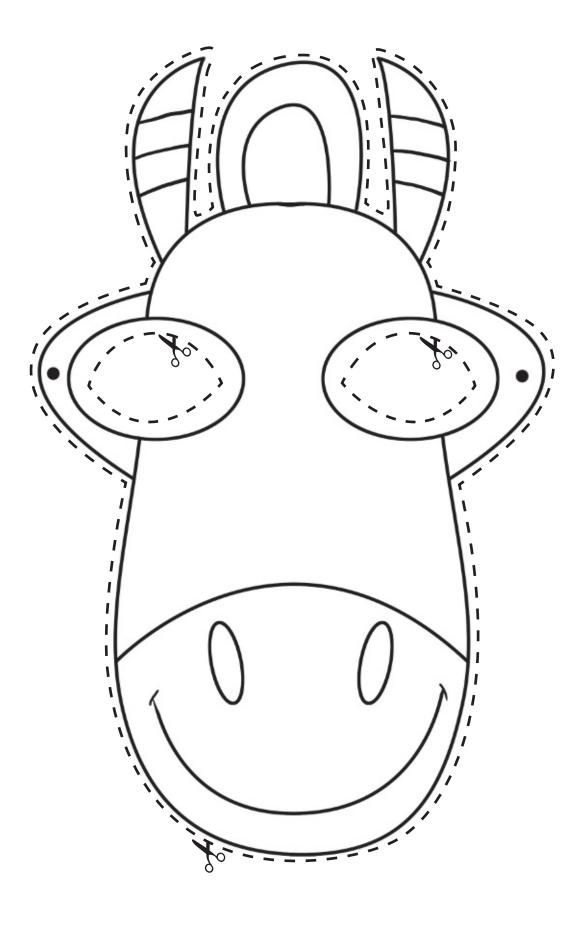
1, 2, 3, 4, 5, 6, 7, 8. Whoosh! Magic Micky: My birthday cake!

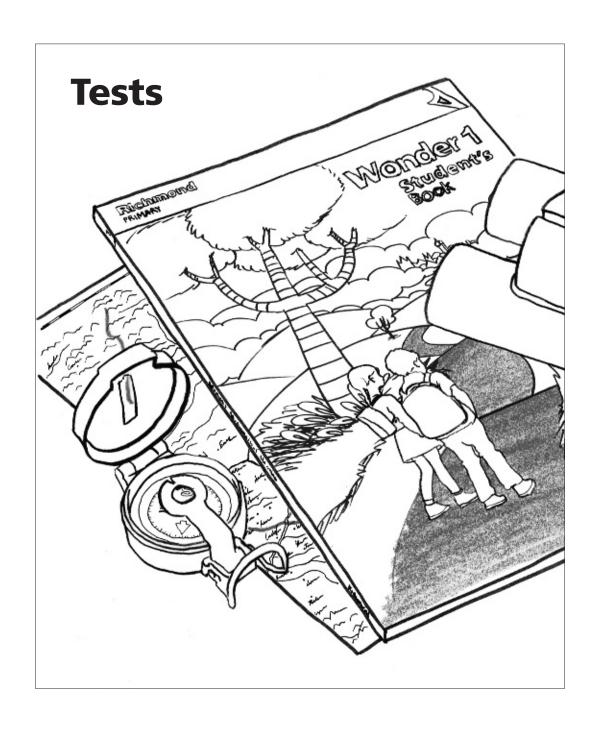
All: Happy Birthday, Micky! (They all eat cake.) Yum, yum!



Richmond Photocopiable © Santillana Educación, S.L.







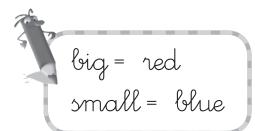


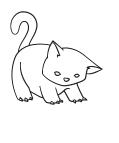
Name: \_\_\_\_\_ Class: \_\_\_\_\_

1 Listen and number the pictures.



2 Look at the key and colour.













Name: Class:

Match the fruit with the colour.













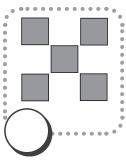


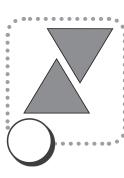


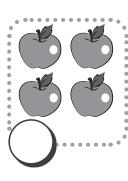
Count and write the numbers.



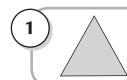








Listen and tick (✓).

















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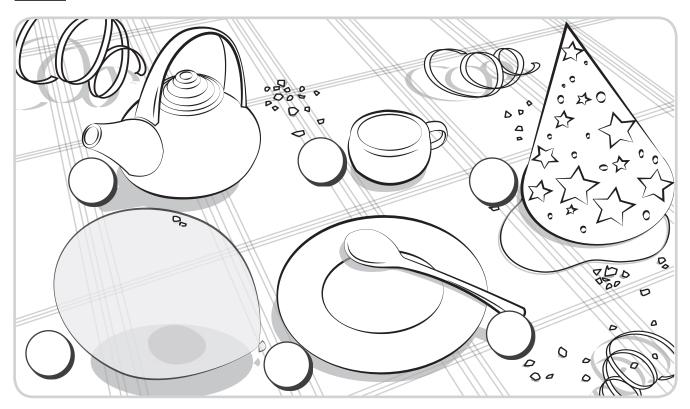






Class: Name:

Listen and number the pictures.

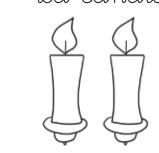


Read and colour.

a blue cake.



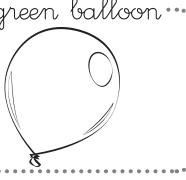
red candles



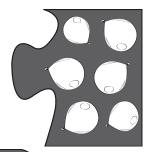
a yellow present



···a green\_balloon ··



Count the objects and match the puzzle pieces.

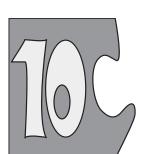


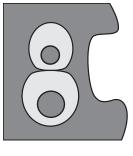


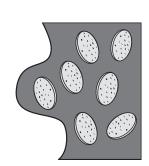












Circle the correct words.





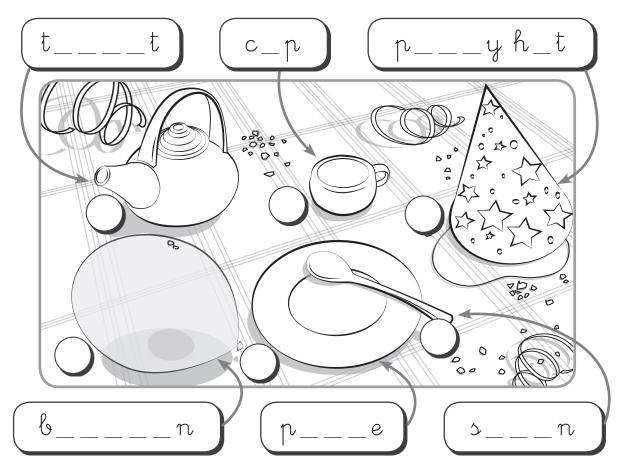




a present a plate a biscuit a teapot

Class: Name:

6 Listen and number the pictures. Listen again and complete the words.



Read, write and colour.

present cake balloon candles



a blue





$\mathcal{A}$	
	$\mathcal{Y}_{\mathcal{U}}$

a yellow



a green

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Class: Name: \_

Count the objects and match the puzzle pieces. Then write.









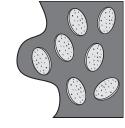












6 ba\_

7 bi\_

8 sa\_dro\_\_\_es

Complete the words.









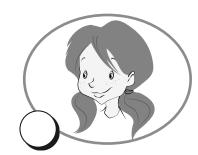


Name:	Class:	

## 9 Listen and number the pictures.



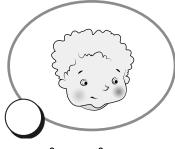
mum



sister



grandad



brother



grandma



dad

### Read and colour.

This is my sister. Her eyes are green. Her hair is brown.

This is my friend.

His eyes are blue. His hair is blond.









Read and complete the sentences.

hair erjes

- 1 This is my
- are blue.
  is blond. 2 Her
- 3 Her

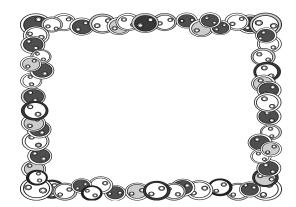


Circle the correct words.



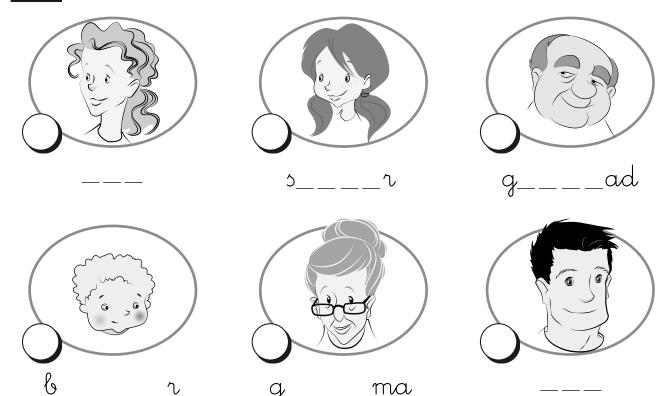


Draw a family member. Then write.

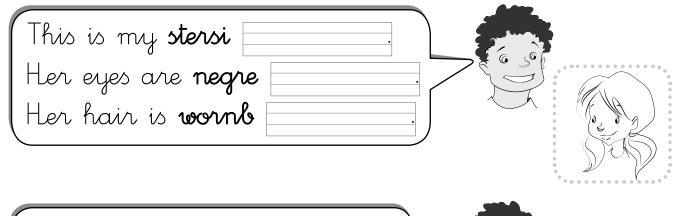


This is my

Listen and number the pictures. Listen again and complete the words.



Read, unscramble and colour.



This is my efrind  His eyes are uleb  His hair is noldb	

Name:	Class:

- Read and complete the sentences.
  - 1 This is my
  - 2 Her
  - are blue. is blond. 3 Her



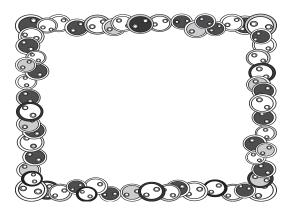
Write the correct words.

thanks is please me





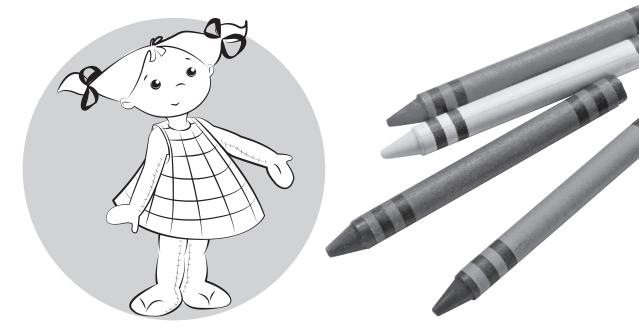
Draw a family member. Then write.



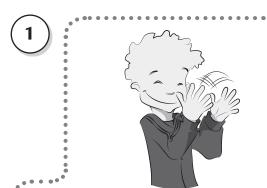
This is my		
	are	

is

Listen and colour the doll.



Circle the correct words.

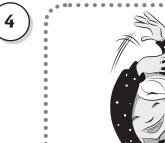


- Clap / Stamp your hands. Move / Stamp your feet.





Slap / Click your fingers. Move / Click your arms.



Name:	Class:	

- Read and colour the circles. Then, write left or right.
  - 1 His foot is on a blue circle.
  - 2 His foot is on a red circle.
  - 3 Her hand is on a blue circle.
  - 4 Her hand is on a red circle.



Draw a part of the body beginning with h. Then, label the picture.



Name:	Clas	s:

Listen and colour the doll. Then, listen again and write.



green
blue
red
pink
brown

2 Circle the correct words.



Clap / Don't clap your hands.



Stamp / Don't stamp your feet.



Click / Don't click your fingers.



Don't move / Move your arms.

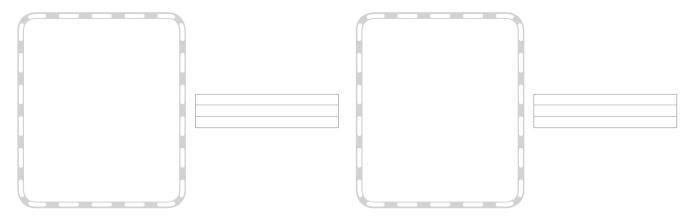
Name:	Cla	ass:	

- Read and colour the circles. Then, complete the sentences.
  - 1 His  $\int_{-\infty}^{\infty} \int_{-\infty}^{\infty} t$  is on a blue circle.

  - 3 Her  $h_d$  is on a blue circle.
  - 4 Her h\_d is on a red circle.



Draw two parts of the body beginning with h. Then, label the pictures.



Name:	Class:	

## 18 Listen and number the pictures.

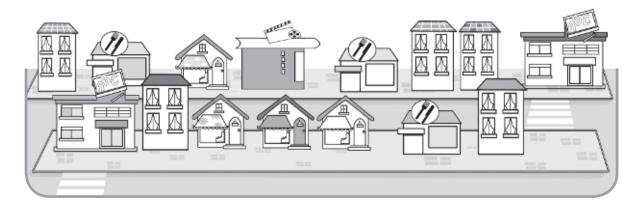


# Read and circle T (true) or F (false).

1	There's one hospital.	T	F
2	There's one bus stop.	T	F
3	There are two schools.	T	F
4	There's a sports centre.	Т	F
5	There are seven houses.	Т	F
6	There are three restaurants.	Τ	F

Name:	Class	

3 Look at the picture. Then, read and complete the words.

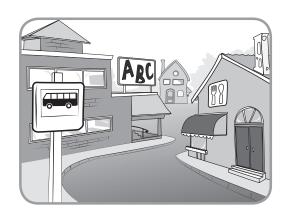


- 1 There's one \_\_\_\_\_.
- 2 There are two \_\_\_\_\_.
- 3 There are three \_\_\_\_\_.
- 4 There are four \_\_\_\_\_.
- 5 There are five \_\_\_\_.

schools houses restaurants cinema shops

Read and answer the questions.

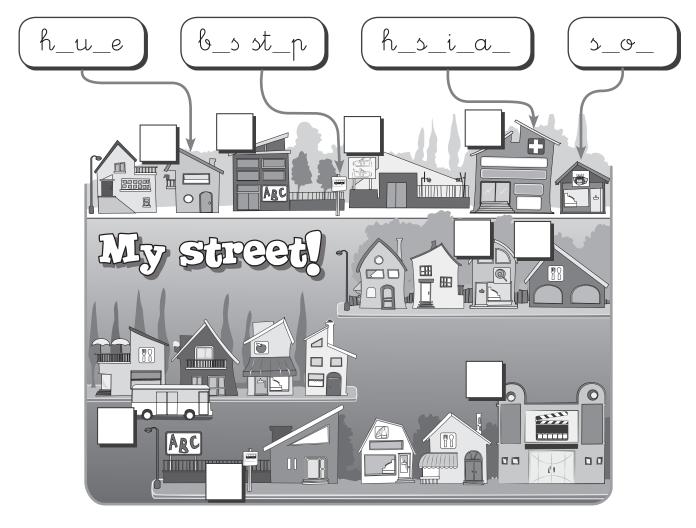
Yes, there is.
No, there isn't.



- 1 Is there a shop?
- 2 Is there a bus stop?
- 3 Is there a cinema?
- 4 Is there a school?

Name:	C	lass:	

### 1 Listen and number the pictures. Then write.

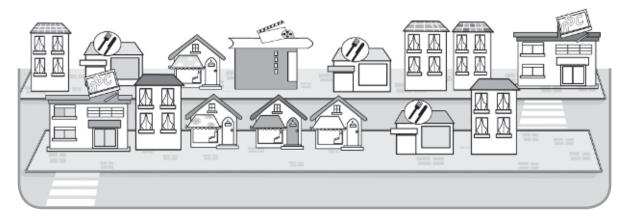


## Read and circle *T* (true) or *F* (false).

1	There's one hospital.	Т	F
2	There are seven houses.	T	F
3	There isn't a cinema.	T	F
4	There's a sports centre.	Τ	F
5	There are two buses.	T	F
6	There aren't three restaurants.	T	F

Name:	Class: _	

3 Look at the picture. Then, read, count and write the words.

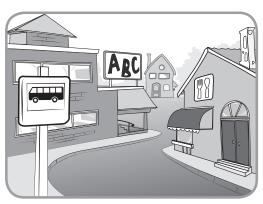


- 1 There's one c\_\_\_\_.
- 2 There are two s\_\_\_\_\_.
- 3 There are three r\_\_\_\_\_.
- 4 There are four s\_\_\_\_.
- **5** There are five h\_\_\_\_.

Complete and answer the questions.

Yes, there is.

No, there isn't.

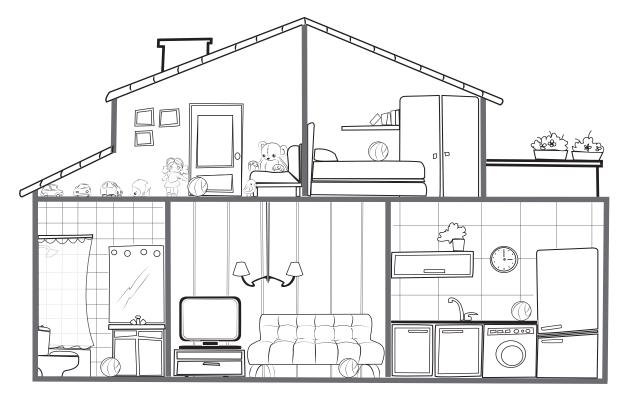


_	Τ	+0.	. 0	
1	CI	inere i	a shon?	

- 2 there a bus stop?
- 3 Is a cinema?
- 4 there a school?

Name:	Class:	

1 Listen and colour the objects.



Look at the pictures. Then, write the rooms for the objects.

kitchen bathroom bedroom sitting room



1 \_\_\_\_\_



3 \_\_\_\_\_



\_\_\_\_



4 \_\_\_\_\_

Class: Name:

Read and write the words.

on in under



1 The ball is \_\_\_\_\_ the bed.



2 The game is \_\_\_\_\_ the sofa.

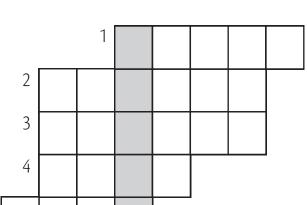


3 The teddy is \_\_\_\_\_ the cupboard.
4 The brick is \_\_\_\_\_ the fridge.



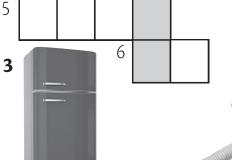
Complete the crossword. Then, find the secret word.







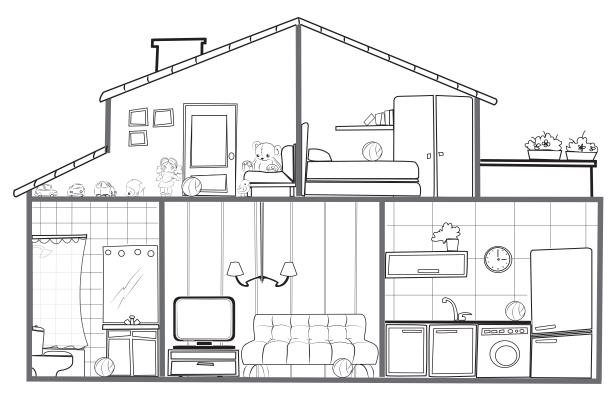






Name: \_\_\_\_\_ Class: \_\_\_\_\_

1 Listen and colour the objects.



Look at the pictures. Then, complete the words and write the rooms for the objects.

k\_c\_n ba\_r\_m be\_\_\_m s\_t\_gr\_m





1 \_\_\_\_\_







3 \_\_\_\_\_



Name:	Class:	

Read and write the words.

on in under cupboard bed fridge sofa



1 The ball is \_\_\_\_\_\_ the \_\_\_\_\_.



2 The game is \_\_\_\_\_\_ the \_\_\_\_\_.

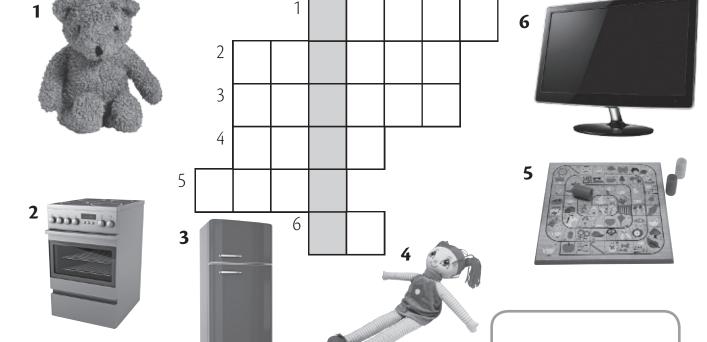


3 The teddy is \_\_\_\_\_\_ the \_\_\_\_\_.



4 The brick is \_\_\_\_\_\_ the \_\_\_\_\_.

Complete the crossword. Then, find and write the secret word.



Class: Name: \_

Listen and match.

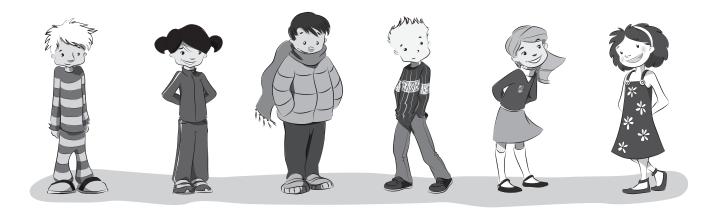
Anna

Paul

Joe

Lucy Sue

David



Label the pictures.

dress skirt trousers jumper shirt



Name:	Class:	

3 Look at the pictures. Then, read and answer the questions.

Yes, I am.

No, I'm not.

1



2



3



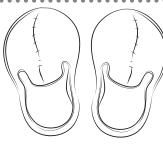
4



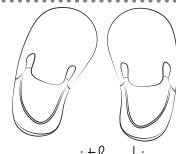
- 1 Are you wearing a uniform?
- 2 Are you wearing a coat?
- 3 Are you wearing trainers?
- 4 Are you wearing a skirt?

\_\_\_\_

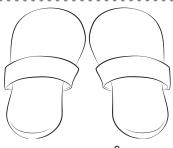
4 Draw and colour the slippers.



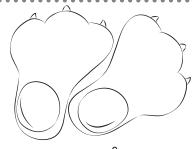
slippers with stars



slippers with diamonds

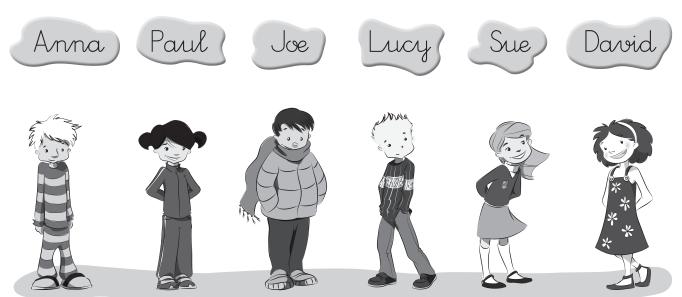


slippers with circles



slippers with squares

Listen and match. Then, read and complete the words.



David is wearing a c\_\_\_\_ and a s\_\_\_\_.

Paul is wearing a j\_\_\_\_r, t\_\_\_\_s and s\_\_\_s.

Unscramble the words. Then, label the pictures.

sreds irtks streuors permuj tshri



Name:	Class:	

Look at the pictures. Then, write and answer the questions.

Yes, I am. No, I'm not.









- 1 Are you wearing a uniform?
- \_\_\_\_\_ a coat?
- \_\_\_\_\_ trainers?
- a skirt?

Draw and colour the slippers.

blue and yellow slippers with stars

red and green slippers with diamonds

pink and purple slippers with circles

brown and white slippers with squares 1 Listen and number the pictures.









Read and write the number.

There's a rainbow.

There's a tree.

There are seven leaves.

There are eight flowers.

It's spring.

Picture ()





3 Look at Activity 2 and write about picture 2.

rainbow leaves autumn tree

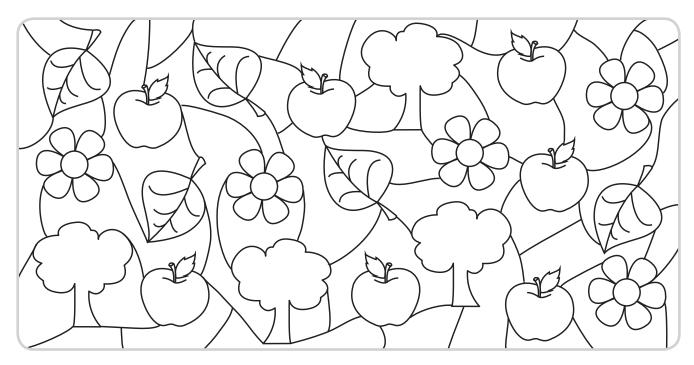
There's a \_\_\_\_\_\_. There's a \_\_\_\_\_\_.

There are two \_\_\_\_\_ on the tree.

It's \_\_\_\_\_.

Class: Name:

Look at the picture. Then, count and write the numbers.



- There are \_\_\_\_ flowers. 2 There are \_\_\_\_ leaves.
- 3 There are \_\_\_\_ apples. 4 There are \_\_\_\_ trees.

Complete the pictures and words.



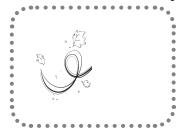
1 It's \_unny.



3 It's \_nowing.



2 It's \_aining.



4 It's \_indy.

1 Listen and number the pictures.









2 Unscramble and write the number.

There's a rinaboo \_\_\_\_\_\_.

There's a tere \_\_\_\_\_.

There are seven levase \_\_\_\_\_\_.

There are eight **fsloruse** \_\_\_\_\_\_.

It's spring.

Picture O



3 Look at Activity 2 and write about picture 2.

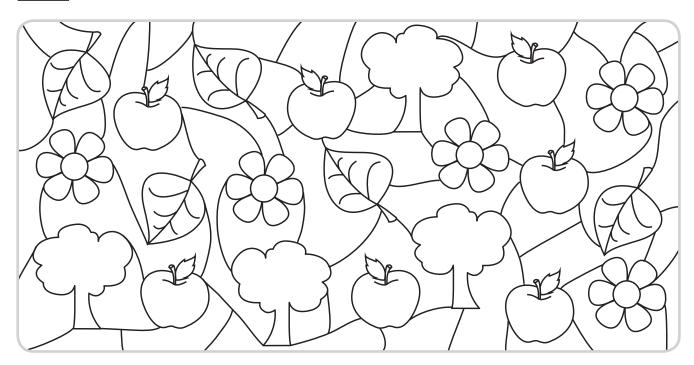
There's a \_\_\_\_\_\_. There's a \_\_\_\_\_\_.

There are two \_\_\_\_\_ on the tree.

It's \_\_\_\_\_.

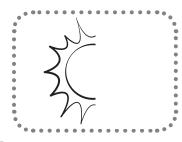
Name: Class:

Look at the picture and write the words. Then, count and write the numbers.



- 1 There are \_\_\_\_ f\_o\_e\_s. 2 There are \_\_\_ l\_a\_e\_.
  3 There are \_\_\_ a\_p\_e\_. 4 There are \_\_\_ t\_e\_s.

Complete the pictures and words.



1 It's s\_

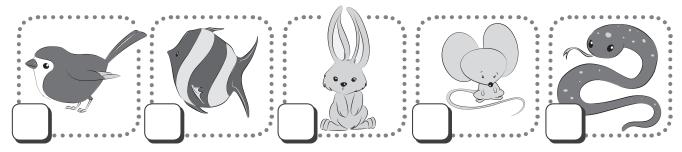


3 It's sn\_\_\_\_\_.





1 25 Listen and number the pictures.



Match the pictures with the sentences. Then write.

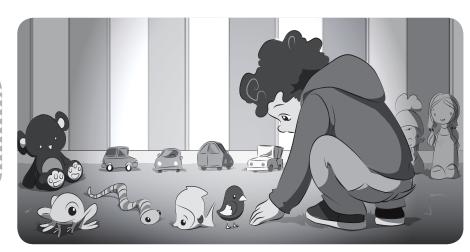


- 1 I've got a mouse with a \_\_\_\_\_ tail.
- 2 I've got a rabbit with \_\_\_\_\_ ears.
- 3 I've got a dog with a \_\_\_\_\_ tail.
- 4 I've got a cat with \_\_\_\_\_ ears.

Name:	Class:	
<del></del>		

3 Look at the picture and answer the questions.

Yes, I have. No, I haven't.



- 1 Have you got a bird?
- 2 Have you got a rabbit?
- 3 Have you got a frog?
- 4 Have you got a snake?
- 5 Have you got a dog?

4 Match and write the names.

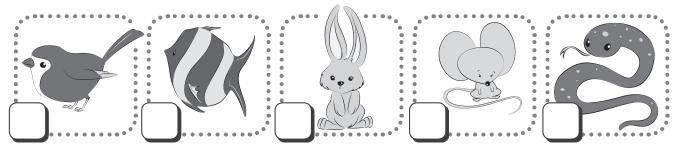




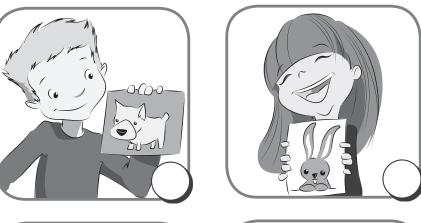


It's got a long body: It's got two legs: It's got long ears: Name: Class: \_\_\_\_\_

1 Listen and number the pictures. Then, label the pictures.



2 Match the pictures with the sentences. Then write.







- 1 I've got a mouse with a \_\_\_\_\_ tail.
- 2 \_\_\_\_\_ got a rabbit with \_\_\_\_\_ ears.
- 3 I've \_\_\_\_ a dog with a \_\_\_\_ tail.
- 4 I've got a cat \_\_\_\_\_ ears.

Name:	Class: _	

3 Look at the picture and answer the questions.



- 1 Have you got a bird?
- 2 Have you got a rabbit?
- 3 Have you got a frog?
- 4 Have you got a snake?
- 5 Have you got a dog?

Match and write the names.







It's got a long body: It's got two legs: It's got long ears:

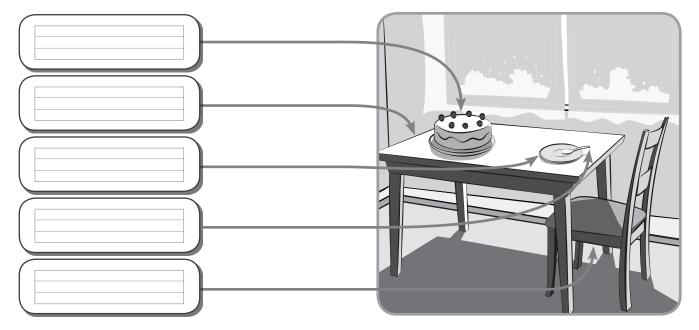
Name: \_\_\_\_\_ Class: \_\_\_\_\_

1 Listen and circle.



2 Label the objects.

table spoon chair plate cake



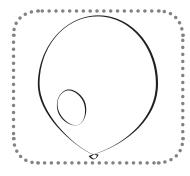
Name:	Class:	

Match the halves.

Sit How Stamp ľm

down! are you? fine, thanks! your feet!

Write the words. Then, colour the pictures.







This is a red This is a green This is a brown

Unscramble the words.



mmu



othbrer



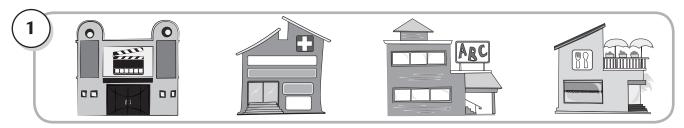
gramand

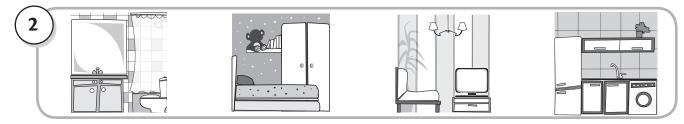


isster

Name: \_\_\_\_\_ Class: \_\_\_\_\_

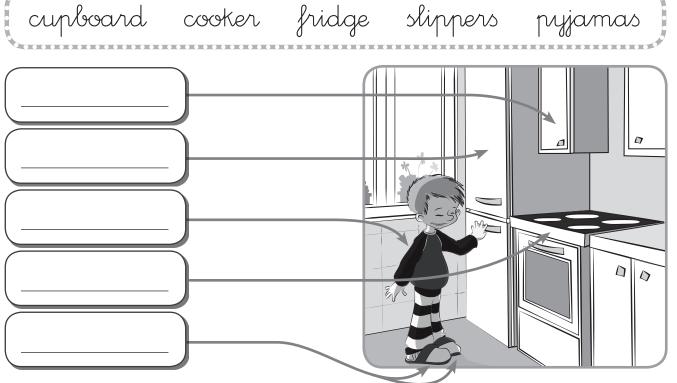
1 28 Listen and circle.







2 Label the objects.



Name:	Class:	

Match the halves.

Come Don't Put on Look Take

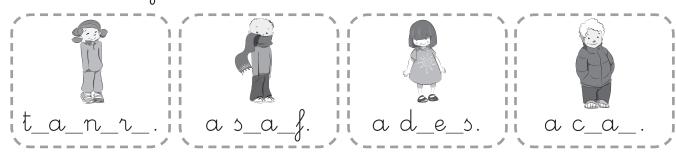
cross! on! your shoes. off your coat. right!

Look at the picture. Read, complete and then colour.



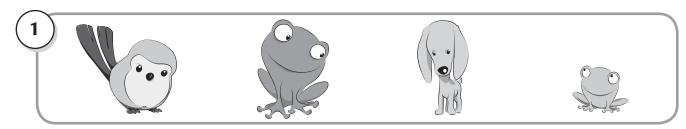
- 1 There are two green \_\_\_\_.
- 2 There are three blue \_\_\_\_.
- 3 There's a brown \_\_\_\_\_.
- 4 There's a red \_\_\_\_\_\_
- 5 Look at the pictures. Then, complete the words.

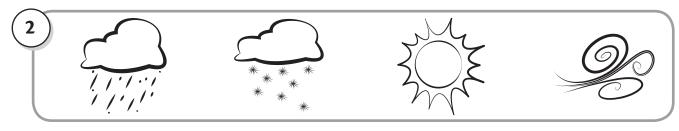
I'm wearing ...



Name: \_\_\_\_\_\_ Class: \_\_\_\_\_

1 29 37 Listen and circle.

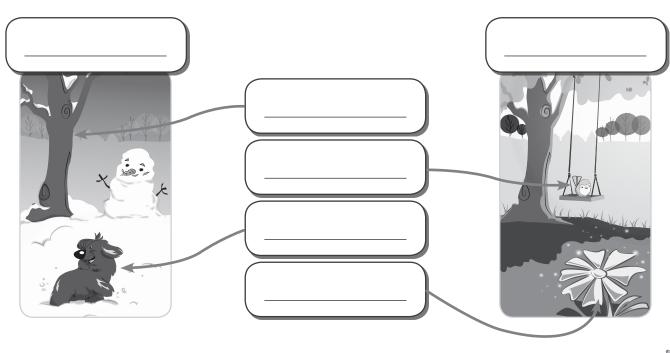






2 Label the pictures.

summer bird winter dog tree flower



Class:	
	Class:

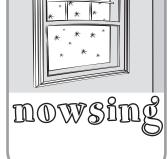
Write the words.

have · weather like · got a pet · haven't · a rabbit

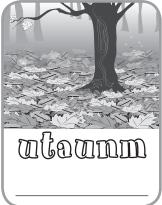
- 1 What's the \_\_\_\_\_?
- 2 I've got \_\_\_\_\_\_.
- 3 Have you \_\_\_\_\_?
- 4 Yes, I \_\_\_\_\_\_.
- **5** No, I \_\_\_\_\_\_.

4 Unscramble the words.









5 Complete the sentences.

1



It's got a long

2



There's a

Λ\_\_\_\_\_.

3



There are two

*f\_\_\_\_\_*.

Name:	Class:	



138 Listen and number the pictures.

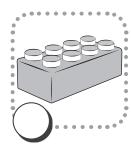




















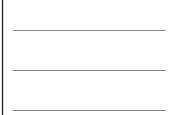
Look at the pictures. Then write.

It's sunny. On the left.

Under the table. Clap your hands!

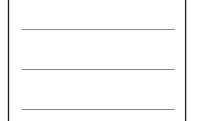
1







2









		17	,

Name:	Class:	

3 Complete the sentences.

Have Open How can left Where

- 1 \_\_\_\_\_ the door. 4 \_\_\_\_ are you?
- 2 \_\_\_\_\_ is my teddy? 5 \_\_\_\_ you got a dog?
- 3 Look \_\_\_\_\_! 6 I \_\_\_\_\_ see you.

Write about the picture.

three birds a school a restaurant a cinema a mouse a butterfly two dogs a sports centre



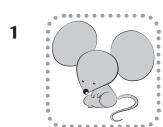
There's ....

There isn't ....

There are ....

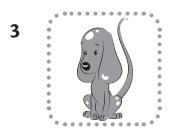
Name: \_\_\_\_\_\_ Class: \_\_\_\_\_

Find four words. Then, complete the sentences.



A mouse with

\_\_\_\_\_eans.



A dog with a

tail

S L O N G

H C P D R

O I Z W B

R J G F I

T C U R G

S M A L L



A boy with

\_\_\_\_\_ hair.



A girl with

ears

6 Write the words in order.

Is \_\_\_\_\_? (brother / this / your)

This \_\_\_\_\_\_. (my / is / mum)

Her \_\_\_\_\_\_. (blue / eyes / are)

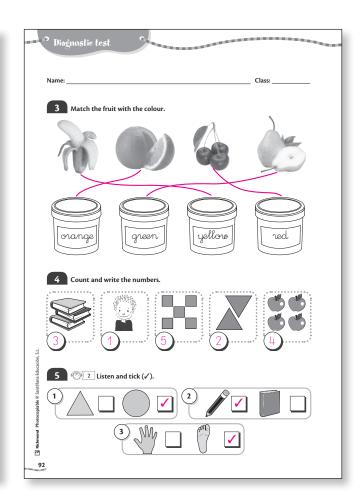
His \_\_\_\_\_. (brown / hair / is)

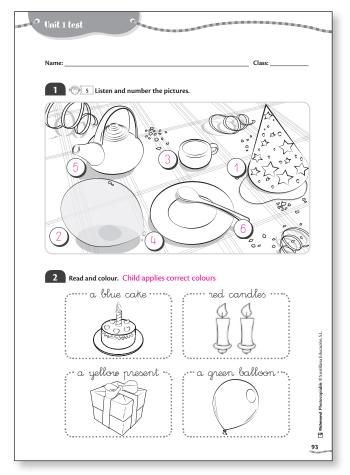
Put \_\_\_\_\_\_. (your / on / shoes)

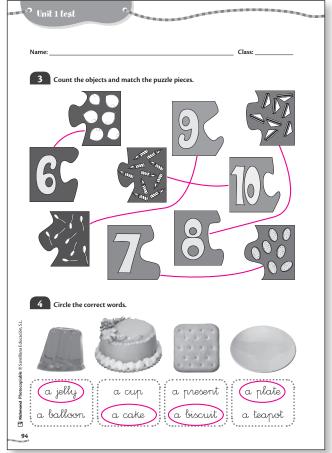
Take \_\_\_\_\_\_. (coat / off / your)

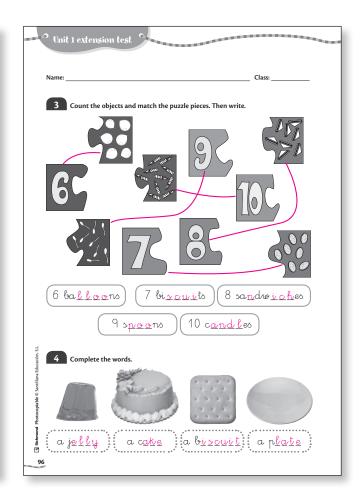
I'm \_\_\_\_\_\_. (park / the / at)

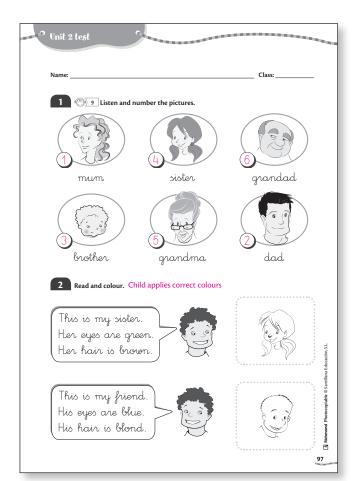
Have \_\_\_\_\_\_? (a / got / dog / you)

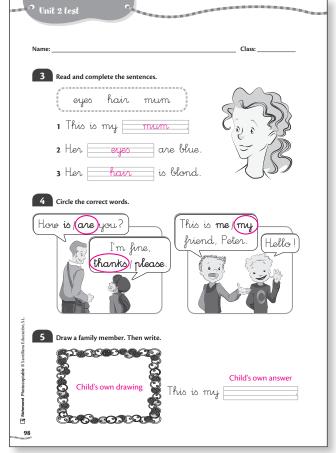


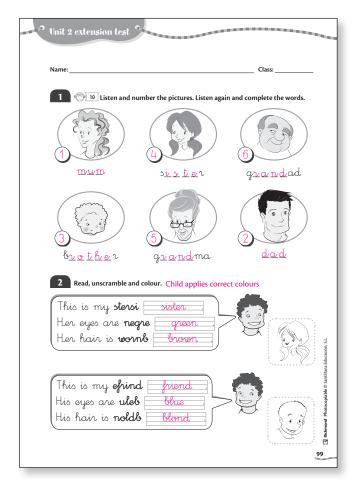


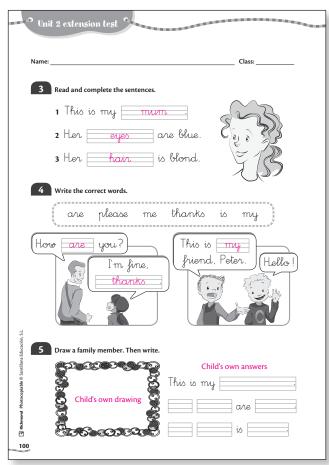




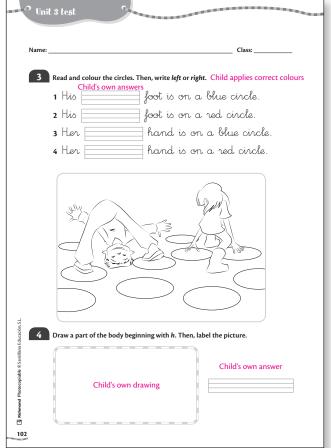


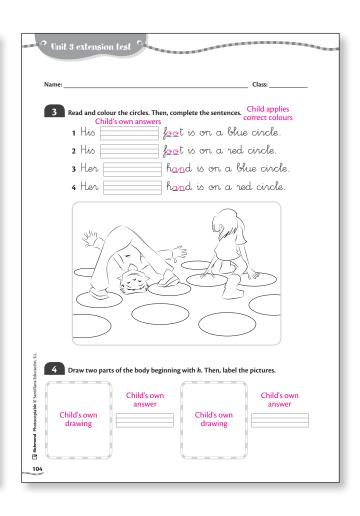


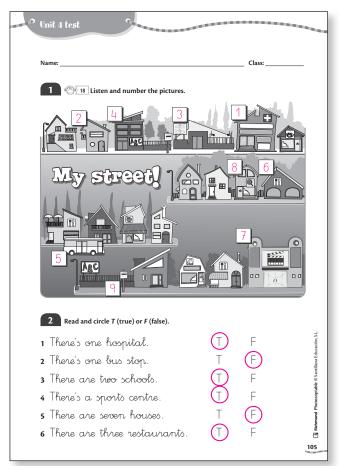


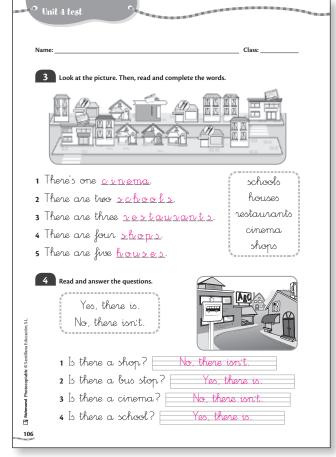


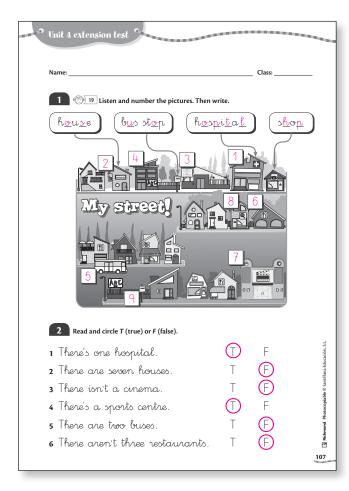


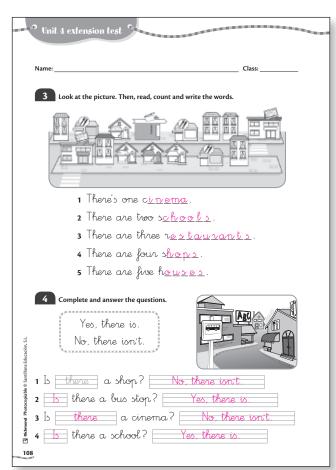




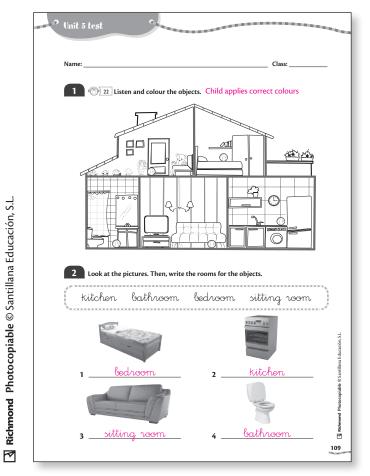


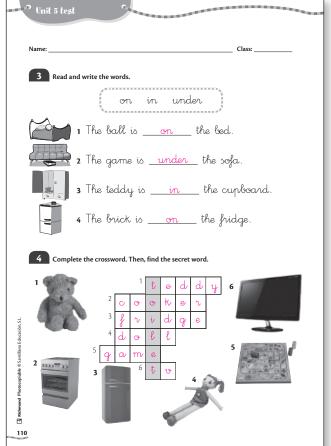


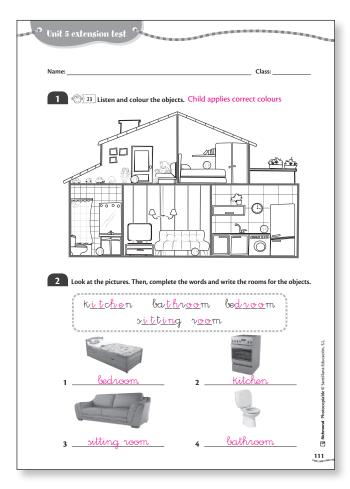


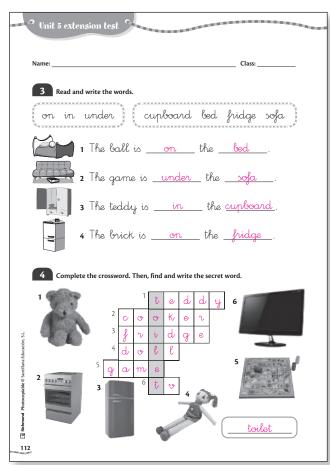


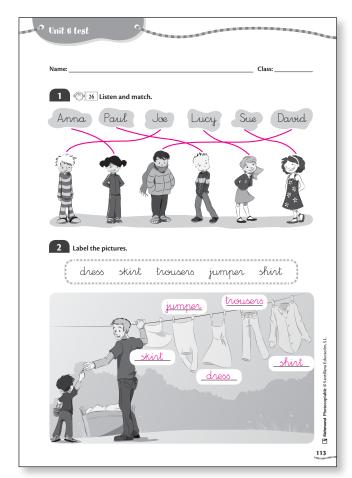
.....

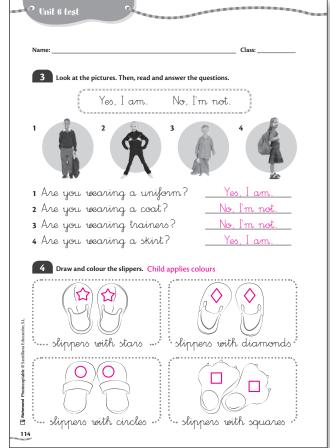


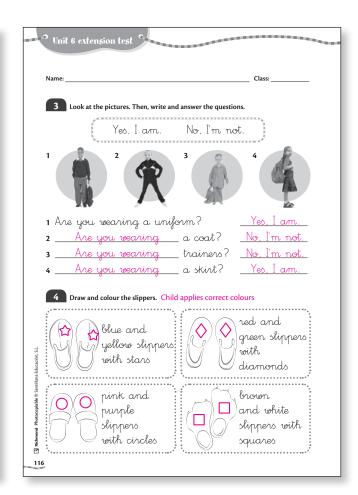




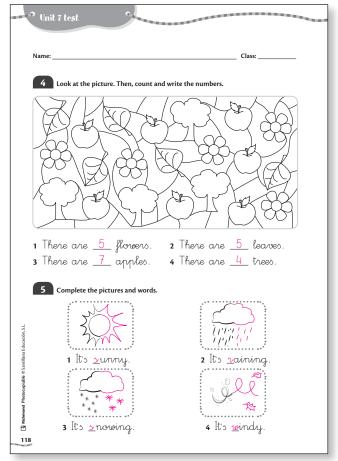


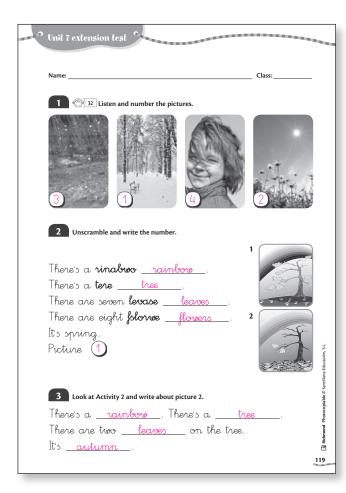


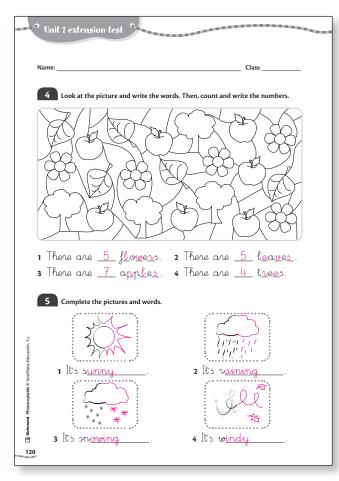


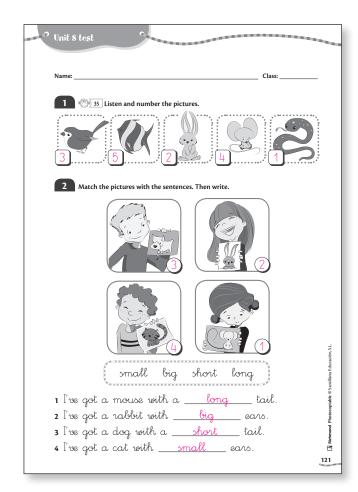


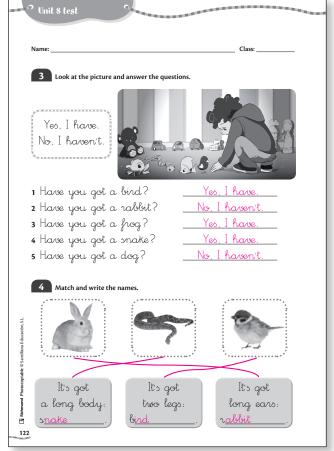




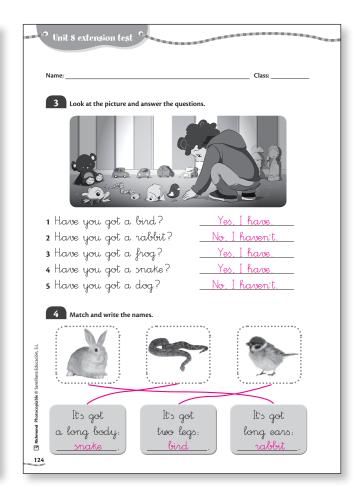


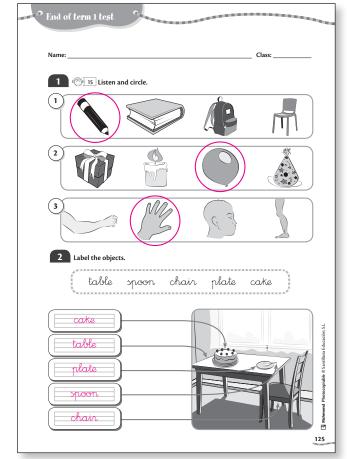


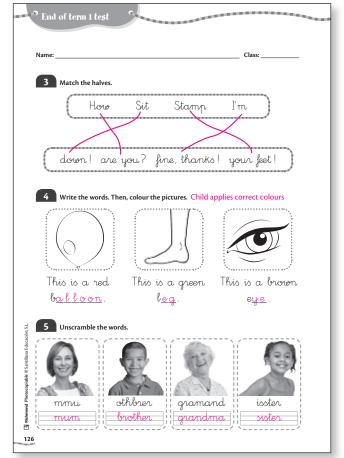


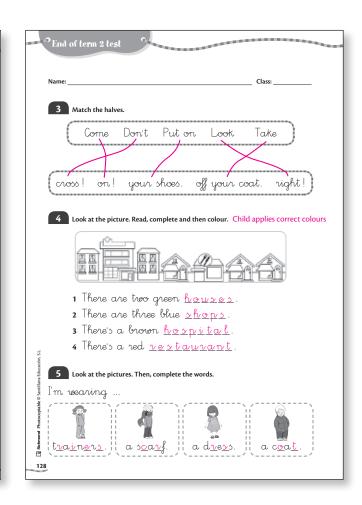


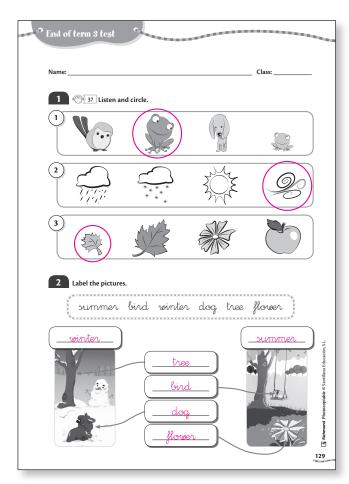


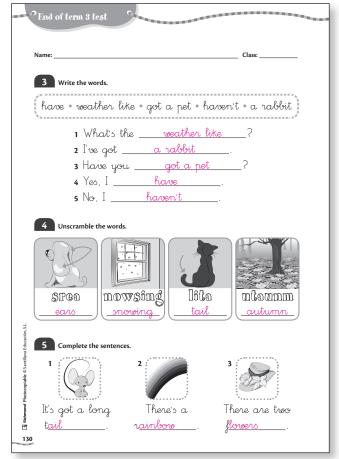


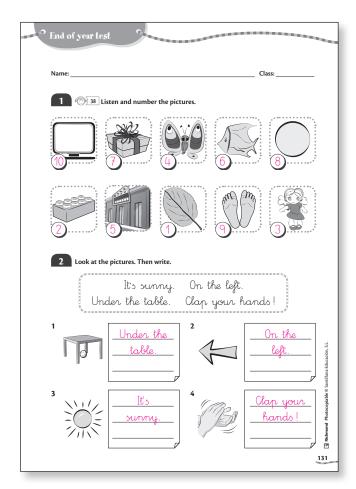


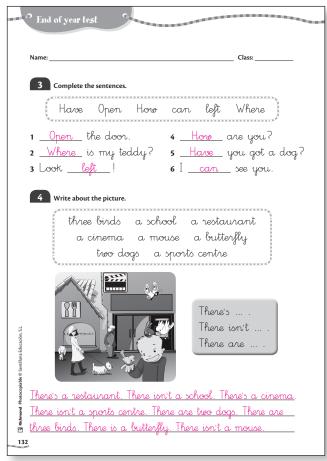


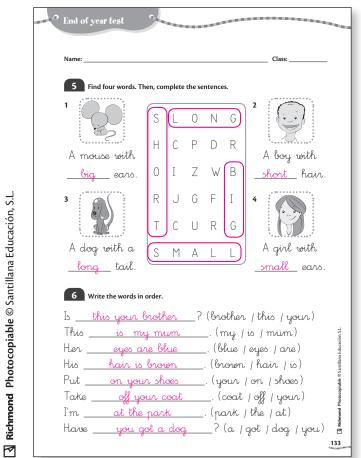












## Diagnostic test 1



Narrator: Diagnostic test. Listen and

number the pictures.

Narrator: One. Teacher: Dog. Narrator: Two. Teacher: Horse. Narrator: Three. Teacher: Pig. Narrator: Four. Teacher: Cow.

## Diagnostic test 2

Narrator: Five. Teacher: Cat.



Narrator: Diagnostic test. Listen and

tick (✓).

Narrator: One. Teacher: A circle. Narrator: Two. Teacher: A pencil. Narrator: Three. **Teacher:** A foot.

## Unit 1 test 6 5



Narrator: Unit 1 test. Listen and number

the pictures.

Narrator: One. **Teacher:** Party hat.

Narrator: Two. Teacher: Balloon.

Narrator: Three. Teacher: Cup.

Narrator: Four. Teacher: Plate. Narrator: Five. **Teacher:** Teapot.

Narrator: Six. Teacher: Spoon.

## Unit 1 extension test 6 6



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Narrator: Unit 1 extension test. Listen and number the pictures. Listen again and

complete the words.

Narrator: One. **Teacher:** Party hat.

Narrator: Two. Teacher: Balloon. Narrator: Three. Teacher: Cup. Narrator: Four. Teacher: Plate. Narrator: Five. **Teacher:** Teapot. Narrator: Six. Teacher: Spoon.

## Unit 2 test 1999



Narrator: Unit 2 test. Listen and number

the pictures. Narrator: One.

**Boy:** This is my mum.

Narrator: Two. Boy: This is my dad.

Narrator: Three.

**Boy:** This is my brother.

Narrator: Four.

**Boy:** This is my sister.

Narrator: Five.

Boy: This is my grandma.

Narrator: Six.

**Boy:** This is my grandad.

## Unit 2 extension test 10 10



Narrator: Unit 2 extension test. Listen and number the pictures. Listen again and

complete the words.

Narrator: One.

Boy: This is my mum.

Narrator: Two.

Boy: This is my dad.

Narrator: Three.

**Boy:** This is my brother.

Narrator: Four.

**Boy:** This is my sister.

Narrator: Five.

Boy: This is my grandma.

Narrator: Six.

Boy: This is my grandad.

## Unit 3 test 13



Narrator: Unit 3 test. Listen and colour

the doll.

Her hands are blue.

Her feet are brown.

Her arms are pink.

Her legs are red.

Her head is green.

## Unit 3 extension test 14



Narrator: Unit 3 extension test. Listen and

colour the doll. Then, listen again

and write.

Her hands are blue.

Her feet are brown.

Her arms are pink.

Her legs are red.

Her head is green.

## End of term 1 test 15



Narrator: End of term 1 test. Listen

and circle.

Narrator: One.

Boy: I can see a pencil.

Narrator: Two.

Girl: I can see a balloon.

Narrator: Three.

**Boy:** I can see a hand.

## Unit 4 test 18



Narrator: Unit 4 test. Listen and number

the pictures.

Narrator: One.

Boy: There's a hospital on my street.

Narrator: Two.

Boy: There are houses on my street.

**Narrator:** Three.

**Boy:** There's a sports centre on my street.

Narrator: Four.

**Boy:** There are schools on my street.

Narrator: Five.

Boy: There's a bus on my street.

Narrator: Six.

**Boy:** There are restaurants on my street.

Narrator: Seven.

Boy: There's a cinema on my street.

Narrator: Eight.

Boy: There are shops on my street.

Narrator: Nine.

**Boy:** There are bus stops on my street.





Narrator: Unit 4 extension test. Listen and

number the pictures. Then write.

Narrator: One.

Boy: There's a hospital on my street.

Narrator: Two.

**Boy:** There are houses on my street.

**Narrator:** Three.

**Boy:** There's a sports centre on my street.

Narrator: Four.

**Boy:** There are schools on my street.

Narrator: Five.

**Boy:** There's a bus on my street.

Narrator: Six.

**Boy:** There are restaurants on my street.

Narrator: Seven.

Boy: There's a cinema on my street.

Narrator: Eight.

**Boy:** There are shops on my street.

Narrator: Nine.

**Boy:** There are bus stops on my street.



Narrator: Unit 5 test. Listen and colour

the objects.

Narrator: Where is the pinkball?

**Boy:** It's in the playroom.

**Narrator:** Where is the red ball?

**Boy:** It's in the bedroom.

**Narrator:** Where is the brown ball?

**Girl:** It's in the sitting room.

**Narrator:** Where is the blue ball?

Girl: It's in the kitchen.

Narrator: Where is the yellow ball?

**Boy:** It's in the bathroom.

## Unit 5 extension test (2) 23



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Narrator: Unit 5 extension test. Listen

and colour the objects.

**Narrator:** Where is the pink ball?

**Boy:** It's in the playroom.

**Narrator:** Where is the red ball?

**Boy:** It's in the bedroom.

Narrator: Where is the brown ball?

**Girl:** It's in the sitting room.

Narrator: Where is the blue ball?

**Girl:** It's in the kitchen.

**Narrator:** Where is the yellow ball?

Boy: It's in the bathroom.

## Unit 6 test (26) 26



Narrator: Unit 6 test. Listen and match.

Anna: Hello! My name's Anna. I'm wearing

a tracksuit and trainers.

Paul: Hi! My name's Paul. I'm wearing a

jumper, trousers and shoes.

Joe: Hello! My name's Joe. I'm wearing

pyjamas and slippers!

Lucy: Hello. I'm Lucy. I'm wearing a

uniform... a school uniform.

Sue: Hi! I'm Sue. I'm wearing a dress.

David: Hello. I'm David. I'm wearing a coat

and a scarf.

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## Unit 6 extension test 127



Narrator: Unit 6 extension test. Listen and match. Then, read and complete the words.

Anna: Hello! My name's Anna. I'm wearing

a tracksuit and trainers.

Paul: Hi! My name's Paul. I'm wearing a

jumper, trousers and shoes.

Joe: Hello! My name's Joe. I'm wearing

pyjamas and slippers!

Lucy: Hello. I'm Lucy. I'm wearing a

uniform... a school uniform.

Sue: Hi! I'm Sue. I'm wearing a dress.

David: Hello. I'm David. I'm wearing a coat

and a scarf.

## End of term 2 test 128



Narrator: End of term 2 Test. Listen and

circle.

Narrator: One.

Girl: I'm at the hospital.

Narrator: Two.

**Boy:** I'm in the bathroom.

Narrator: Three.

Girl: I'm wearing a skirt.

## Unit 7 test 31



Narrator: Unit 7 test. Listen and number

the pictures.

Narrator: One.

Boy: What's the weather like?

Girl: It's snowing. Narrator: Two.

**Boy:** What's the weather like?

**Girl:** It's hot and sunny.

Narrator: Three.

Boy: What's the weather like?

Girl: It's raining. Narrator: Four.

Boy: What's the weather like?

**Girl:** It's windy.

## Unit 7 extension test 32



**Narrator:** Unit 7 extension test. Listen and number the pictures.

Narrator: One.

**Boy:** What's the weather like?

Girl: It's snowing. Narrator: Two.

**Boy:** What's the weather like?

Girl: It's hot and sunny.

**Narrator:** Three.

**Boy:** What's the weather like?

Girl: It's raining. Narrator: Four.

**Boy:** What's the weather like?

Girl: It's windy.

Unit 8 test (3) 35



Narrator: Unit 8 test. Listen and number

the pictures.

Narrator: One.

Teacher: This animal has got a long tail

and no legs.

Narrator: Two.

**Teacher:** This animal has got long ears.

**Narrator:** Three.

Teacher: This animal has got two legs.

Narrator: Four.

Teacher: This animal has got a long tail

and big ears. Narrator: Five.

**Teacher:** This animal has got no legs.

Unit 8 extension test 36



Narrator: Unit 8 extension test. Listen and number the pictures.

Then, label the pictures.

Narrator: One.

Teacher: This animal has got a long tail

and no legs.

Narrator: Two.

**Teacher:** This animal has got long ears.

**Narrator:** Three.

**Teacher:** This animal has got two legs.

Narrator: Four.

Teacher: This animal has got a long tail

and big ears. Narrator: Five.

Teacher: This animal has got no legs.

End of term 3 test 37



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Narrator: End of term 3 test.

Listen and circle. Narrator: One.

Boy: I can see a frog. It's a big frog.

Narrator: Two.

**Girl:** It's not sunny. It's windy.

Narrator: Three.

Boy: I can see a leaf. It's a small leaf.

End of year test 38



Narrator: End of year test.

Listen and number the pictures.

Narrator: One.

Boy: I can see a leaf.

Narrator: Two.

Girl: There's a brick.

Narrator: Three. **Girl:** I've got a doll.

Narrator: Four.

Boy: I can see a butterfly.

Narrator: Five.

**Boy:** I'm in the cinema.

Narrator: Six.

**Girl:** I can see a fish.

Narrator: Seven.

**Boy:** This is a present.

Narrator: Eight.

Girl: I can see a circle.

Narrator: Nine.

**Boy:** I've got two feet.

Narrator: Ten. Girl: This is a TV.



# Helping Others Award

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