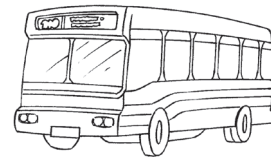
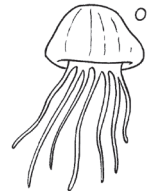
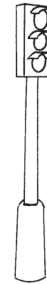
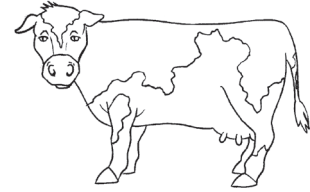
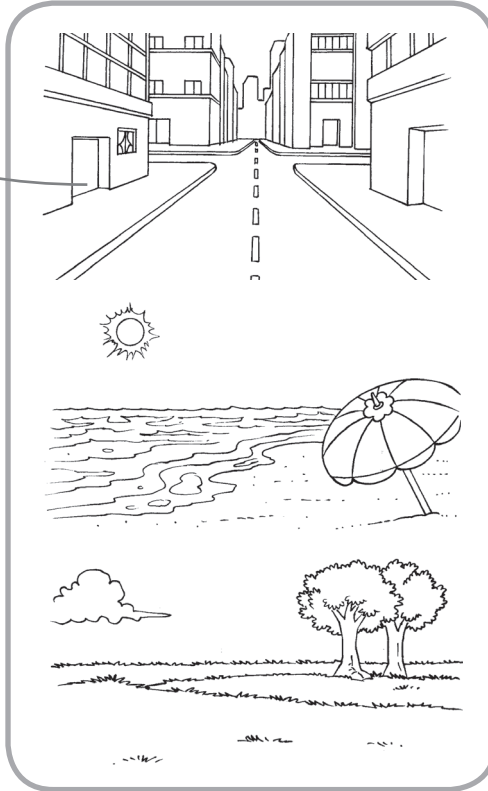
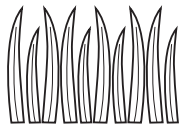
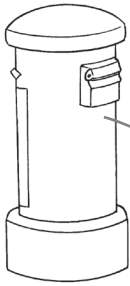




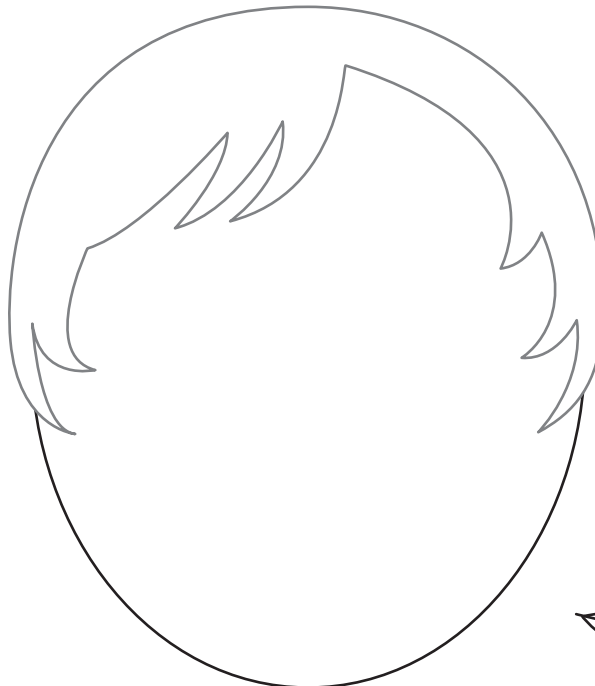
Name _____ Class _____

1 Match.



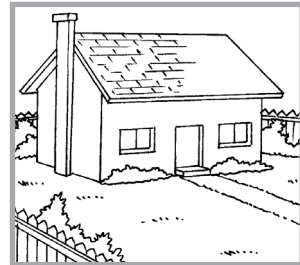
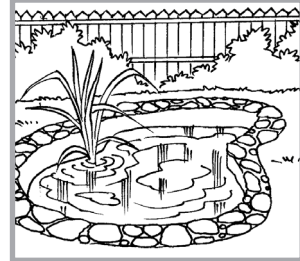
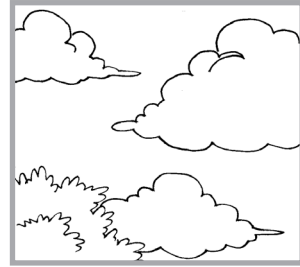
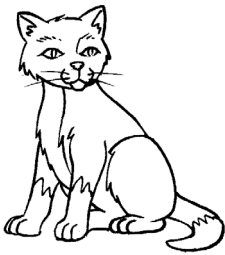
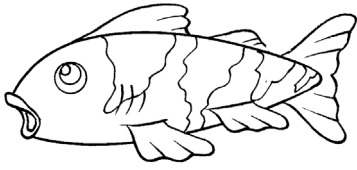
6

2 Draw a face.

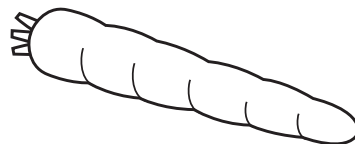
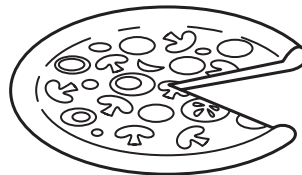
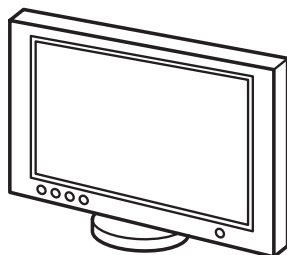
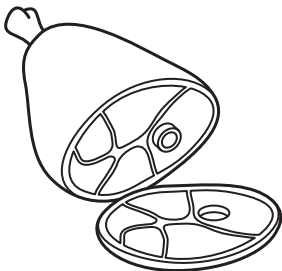
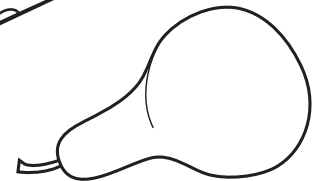
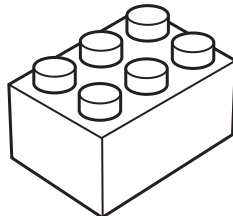
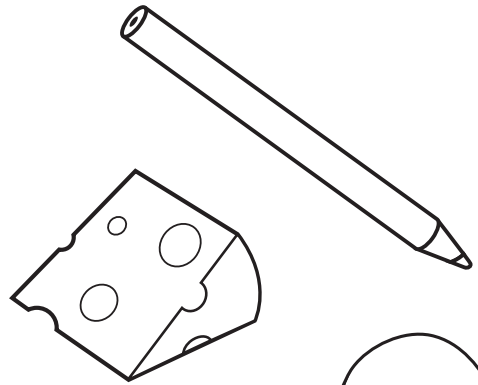
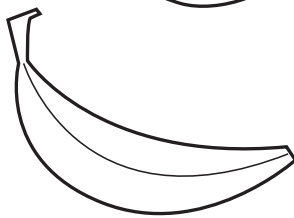
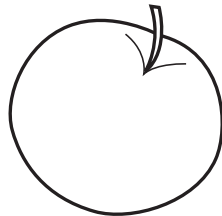
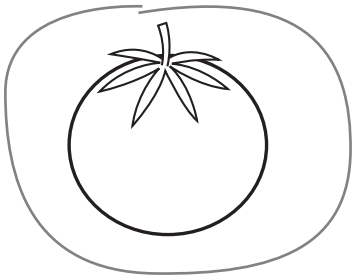


4

3  Where do animals live? Match.



4  Circle what we eat.



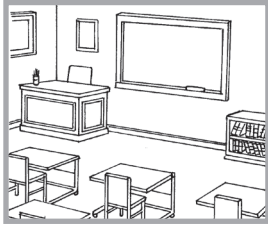
- 1.** Road: post box (example), traffic lights, bus
Beach: umbrella, jellyfish
Countryside: grass, cow
1 point for each item correctly matched
- 2.** Correctly drawn face with eyes, nose, mouth, ears and hair (example).
1 point for each item correctly drawn
- 3.** *fish* matched to *water*
bird matched to *air*
cat matched to *land*
1 point for each item correctly matched
- 4.** Tomato (example), apple, banana, cheese, pear, pizza, ham and carrot circled
1 point for each item correctly circled



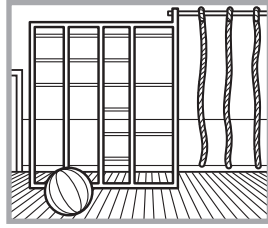
Name _____ Class _____

1 What do you do at school? Match.

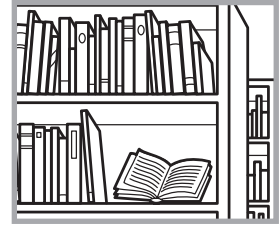
1



2



3



play

wash my hands

read

write

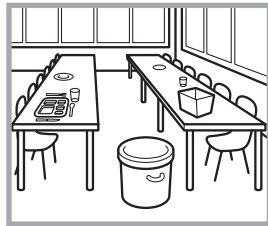
run

eat

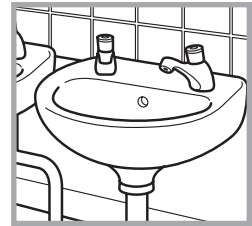
4



5



6



5

2 Complete the sentences about the senses. Match.

With my nose I can smell.

With my _____ I can taste.

With my _____ I can hear.

With my _____ I can see.

With my _____ I can touch.



4

3  Label the family members.



grandfather







mother



aunt









cousins


5

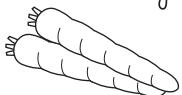
4  Complete the sentences.



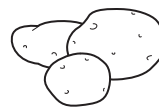
_____ and



are fruit.



_____ and



are vegetables.


4

5  Complete the sentence about living things.

People, animals and plants are living things.
Living things are b_____, they
g_____, they r_____ and they
d_____.



6  Complete the sentences about water.

smell
colour
taste



Water has no
_____.





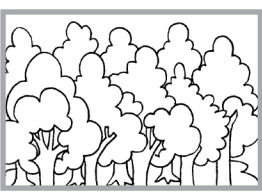
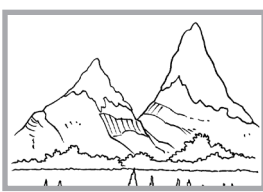
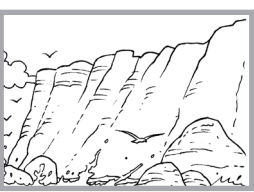
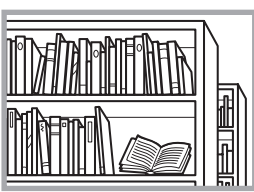
Water has no
_____.



Water has no
_____.



7  **Classify the landscape features.**

		
<i>sea</i>	traffic lights	forest
		
mountain	cliff	library

Coast	Inland	Neighbourhood
<i>sea</i>		

8  **What are these objects made of? Complete the sentences.**

 5

A bottle is made of glass.

A paperclip is made of _____.

A T-shirt is made of _____.

A pencil is made of _____.

A book is made of _____.

A pen is made of _____.

 5

TEST TOTAL  35

1. play – picture 4 (in the playground) (example)
wash my hands – picture 6 (in the toilets)
read – picture 3 (in the library)
write – picture 1 (in the classroom)
run – picture 2 (in the gym) / picture 4 (in the playground)
eat – picture 5 (in the dining room)
1 point for each item correctly matched

2. With my *nose* I can smell. – matched to *perfume* (example)
With my *tongue* I can taste. – matched to *cake*
With my *ears* I can hear. – matched to *music*
With my *eyes* I can see. – matched to *cloud*
With my *hands* I can touch. – matched to *teddy*
Half a point per word and half a point for each item correctly matched

3. grandfather (example), grandmother, father, uncle, brother, sister
1 point for each correct answer

4. Apples and pears are fruit.
Carrots and potatoes are vegetables.
1 point for each correct answer

5. People, animals and plants are *living things* (example).
Living things are *born*, they *grow*,
they *reproduce* and they *die*.
Half a point for each correct answer

6. Water has no *smell*.
Water has no *taste*.
Water has no *colour*.
1 point for each correct answer

7. Coast: sea (example), cliff
Inland: forest, mountain
Neighbourhood: traffic lights, library
1 point for each item correctly classified

8. A bottle is made of *glass*. (example)

A paperclip is made of *metal*.

A T-shirt is made of *fabric*.

A pencil is made of *wood*.

A book is made of *paper*.

A pen is made of *plastic*.

1 point for each correct answer

End of Year Test

Between completing the Term 3 Test and the End of Year Test, spend some time revisiting the material. Sing some of the unit songs that the pupils have particularly enjoyed and review the main concepts learned in each unit through games and discussion. *Noughts and crosses* and *Odd one out* are games which lend themselves to revision of most concepts and can be adapted for this purpose.

The *Question game* is an enjoyable way for the pupils to review concepts learned.

***It is strongly recommended that you avoid setting pupils the Term Test and Year Test too close together.**

The *Question game*

Materials: a small bag; *Question game* cards (laminated); a silly hat; CD player; songs or music CD

Advance preparation

- Print, cut out and laminate the *Question game* cards (from the CD)

Play the game

- Shuffle the *Question game* cards and place them inside a small bag. Organise the pupils into a circle and tell them to sit down. Give the bag of questions to one of the pupils and give the hat to the pupil sitting opposite them.
- Explain to the pupils that they should pass the bag and the hat around the circle until the music stops. When the music stops, the pupil holding the bag and the pupil holding the hat, should stand up. The pupil with the hat puts the hat on. The pupil with the bag picks out a *Question game* card at random and reads the question for the other pupil to answer. If the pupil with the hat is having difficulty understanding the question, encourage the other pupil to repeat the question more slowly, more loudly, or use mime to help convey the meaning. Try not to step in yourself. Once the pupil has answered the question correctly, put the question to one side. Play the music again and continue the game with the remaining questions.



Name _____ Class _____

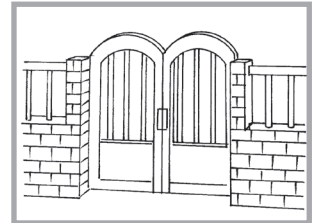
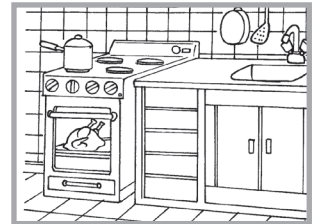
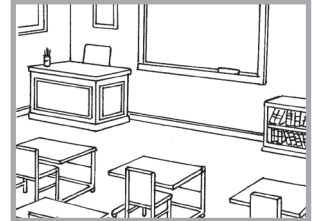
1 Who works in a school? Match.



caretaker

cook

teacher



6

2 Complete the sentences about the senses.

With my eyes I can _____ see _____.

With my ears I can _____.

With my nose I can _____.

With my tongue I can _____.

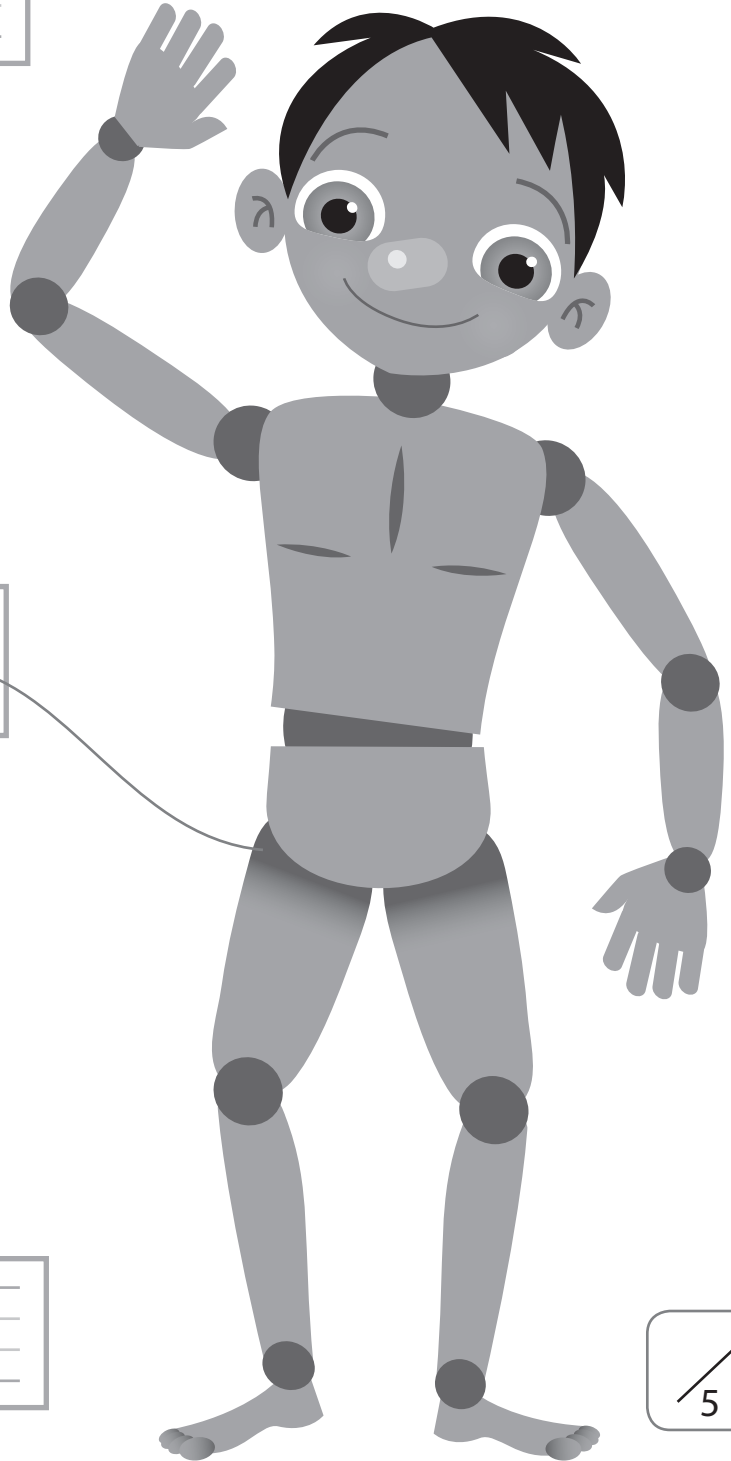
With my hands I can _____.

4

3  Match. Write the joints.

~~hip~~ wrist elbow knee shoulder ankle

hip



4  Label the parts of the face.



eyes


7

5  Label the house.

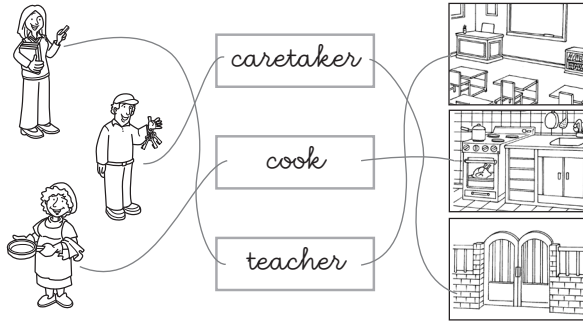


roof


8

TEST TOTAL  30

1.



1 point for each section correctly matched

2.

With my eyes I can see.

With my ears I can hear.

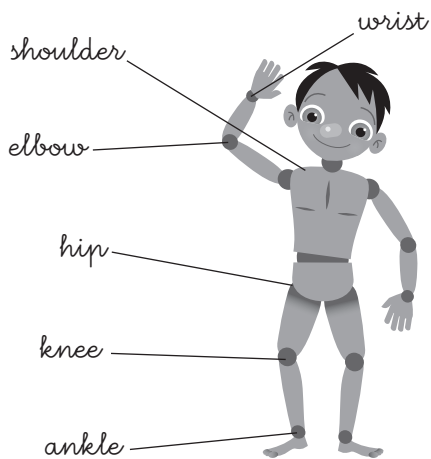
With my nose I can smell.

With my tongue I can taste.

With my hands I can touch.

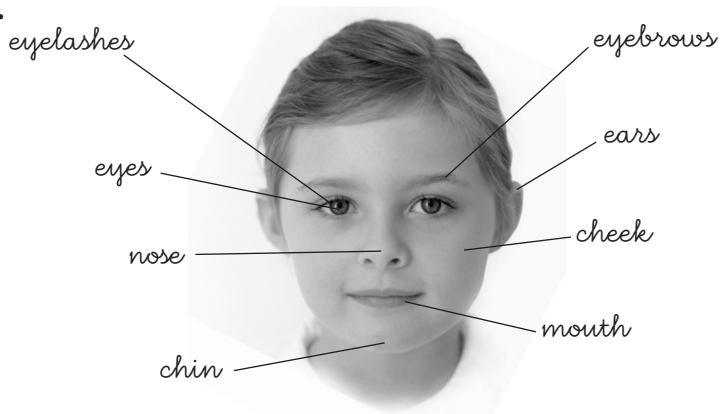
1 point for each correct answer

3.



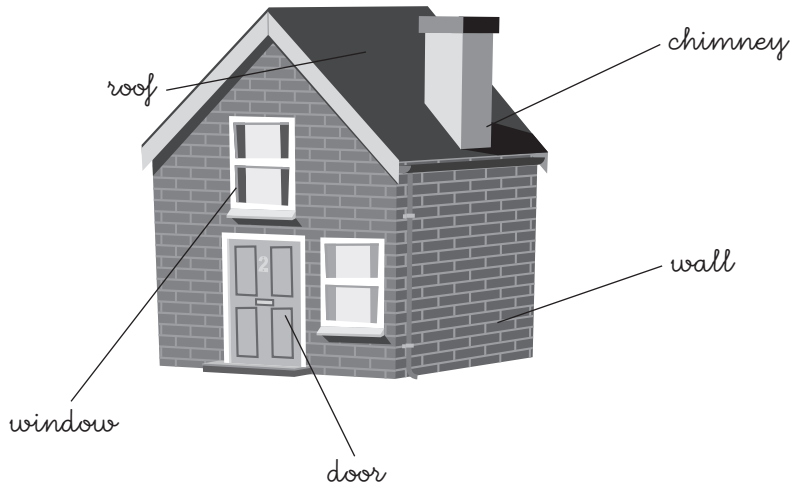
1 point for each item correctly matched and labelled (hip = example)

4.



1 point for each item correctly matched (eyes = example)

5.



2 points for each item correctly labelled (roof = example)

Term 1

Between completing the Unit 4 Test and the Term 1 Test, spend some time revisiting the material covered during Term 1. Sing some of the unit songs that the pupils have particularly enjoyed and, through games and discussion, review the main concepts learned in each unit. *Noughts and crosses* and *Odd one out* are games which lend themselves to revision of most concepts and can be adapted for this purpose.

The *Question game* (use questions that relate to Units 1–4 only) is an enjoyable way for the pupils to review concepts learned so far.

***It is strongly recommended that you avoid setting pupils the Unit Test and Term Test too close together.**

The Question game

Materials: a small bag; *Question game* cards (laminated); a silly hat; CD player; songs or music CD

Advance preparation

- Print, cut out and laminate the *Question game* cards (from the CD)

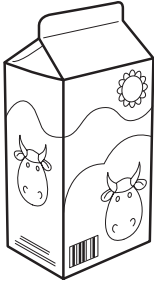
Play the game

- Shuffle the *Question game* cards and place them inside a small bag. Organise the pupils into a circle and tell them to sit down. Give the bag of questions to one of the pupils and give the hat to the pupil sitting opposite them.
- Explain to the pupils that they should pass the bag and the hat around the circle until the music stops. When the music stops, the pupil holding the bag and the pupil holding the hat, should stand up. The pupil with the hat puts the hat on. The pupil with the bag picks out a *Question game* card at random and reads the question for the other pupil to answer. If the pupil with the hat is having difficulty understanding the question, encourage the other pupil to repeat the question more slowly, more loudly, or use mime to help convey the meaning. Try not to step in yourself. Once the pupil has answered the question correctly, put the question to one side. Play the music again and continue the game with the remaining questions.

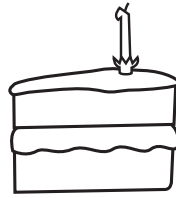


Name _____ Class _____

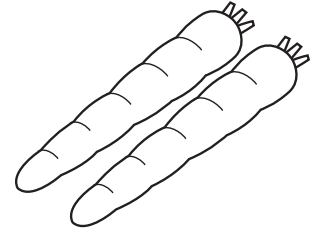
1  **Classify the food that is good or not good for you.**



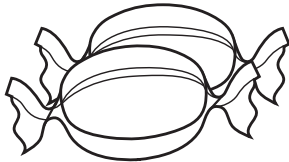
~~milk~~



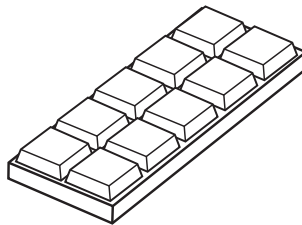
cake



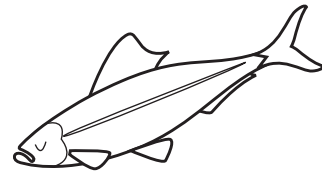
carrots



sweets



chocolate



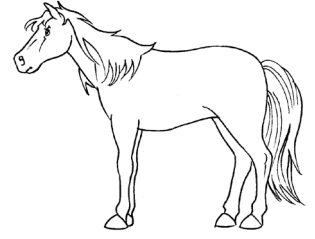
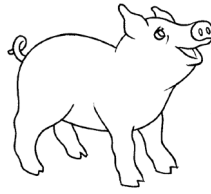
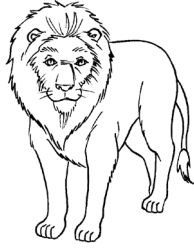
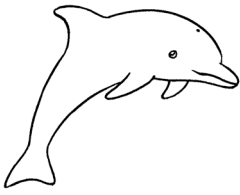
fish

Good for me

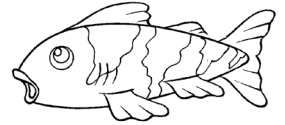
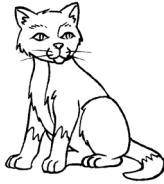
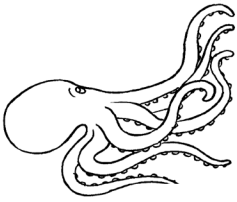
milk

Not good for me

2  Write *land* or *water*.



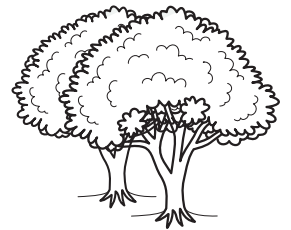
water





3  Complete the sentences about plants. Match.

_____ is thin and bendy.



_____ have a lot of stems and leaves.

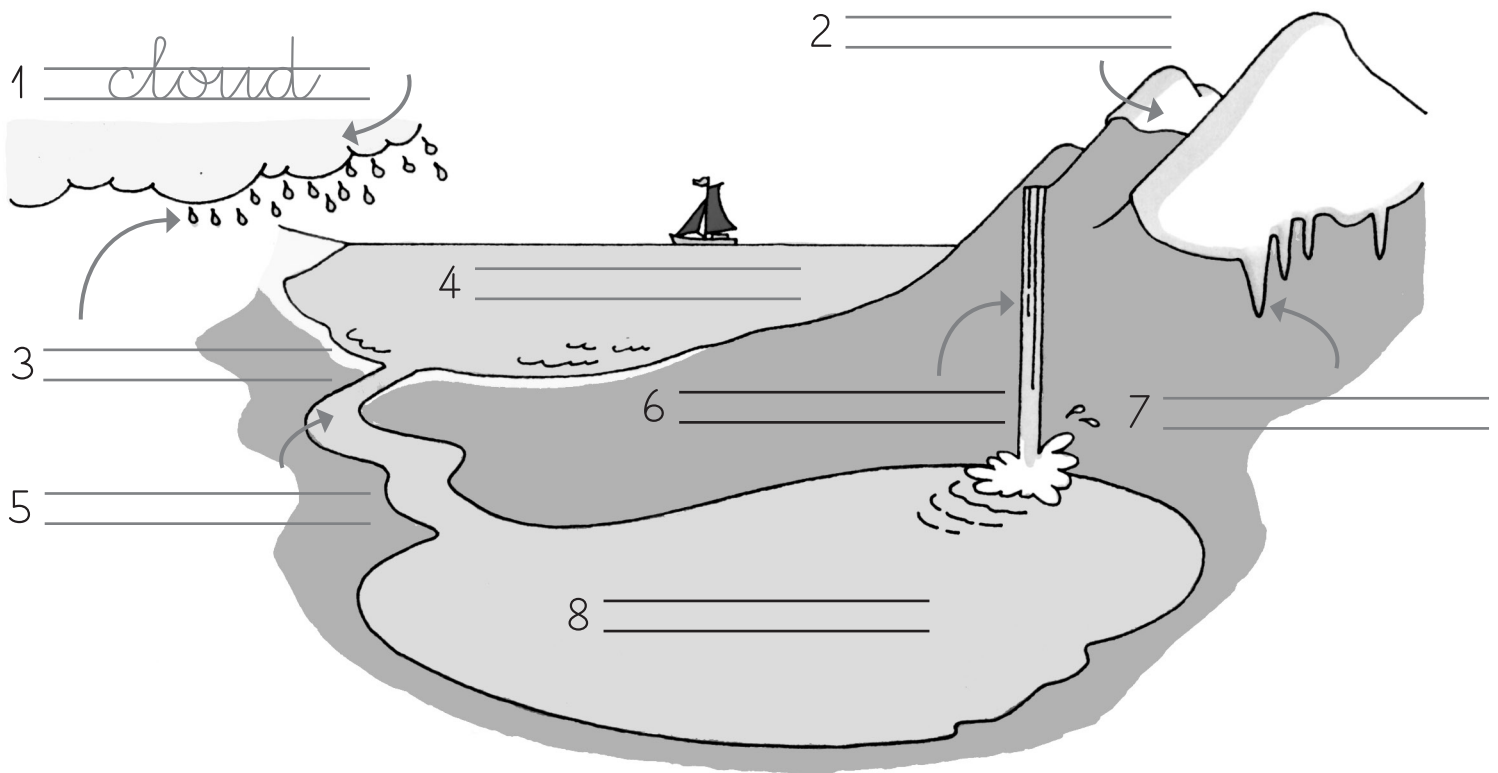


_____ have a thick, hard trunk.



4  Label the places with water.

snow waterfall ice rain lake sea ~~cloud~~ river



5  Write.

~~people~~ rocks plants pencils
sweets animals

Need air	Don't need air
<i>people</i>	

 5

TEST TOTAL  30

1. Good for me: milk (example), carrots, fish
Not good for me: cake, sweets, chocolate
1 point for each item correctly classified

2. dolphin – water (example)
lion – land
pig – land
horse – land
octopus – water
cat – land
whale – water
fish – water
1 point for each correct answer

3. Grass is thin and bendy. – matched to picture 2
Bushes have a lot of stems and leaves. – matched to picture 3
Trees have a thick, hard trunk. – matched to picture 1
1 point for each word and 1 point for each item correctly matched

4. 1 cloud (example)
2 snow
3 rain
4 sea
5 river
6 waterfall
7 ice
8 lake
1 point for each item correctly labelled

5. Need air: people (example), plants, animals
Don't need air: rocks, pencils, sweets
1 point for each correct answer

Term 2

Between completing the Unit 8 Test and the Term 2 Test, spend some time revisiting the material covered during Term 2. Sing some of the unit songs that the pupils have particularly enjoyed and, through games and discussion, review the main concepts learned in each unit. *Noughts and crosses* and *Odd one out* are games which lend themselves to revision of most concepts and can be adapted for this purpose.

The *Question game* (use questions that relate to Units 5–8 only) is an enjoyable way for the pupils to review concepts learned so far.

***It is strongly recommended that you avoid setting pupils the Unit Test and Term Test too close together.**

The Question game

Materials: a small bag; *Question game* cards (laminated); a silly hat; CD player; songs or music CD

Advance preparation

- Print, cut out and laminate the *Question game* cards (from the CD)

Play the game

- Shuffle the *Question game* cards and place them inside a small bag. Organise the pupils into a circle and tell them to sit down. Give the bag of questions to one of the pupils and give the hat to the pupil sitting opposite them.
- Explain to the pupils that they should pass the bag and the hat around the circle until the music stops. When the music stops, the pupil holding the bag and the pupil holding the hat, should stand up. The pupil with the hat puts the hat on. The pupil with the bag picks out a *Question game* card at random and reads the question for the other pupil to answer. If the pupil with the hat is having difficulty understanding the question, encourage the other pupil to repeat the question more slowly, more loudly, or use mime to help convey the meaning. Try not to step in yourself. Once the pupil has answered the question correctly, put the question to one side. Play the music again and continue the game with the remaining questions.



Name _____ Class _____

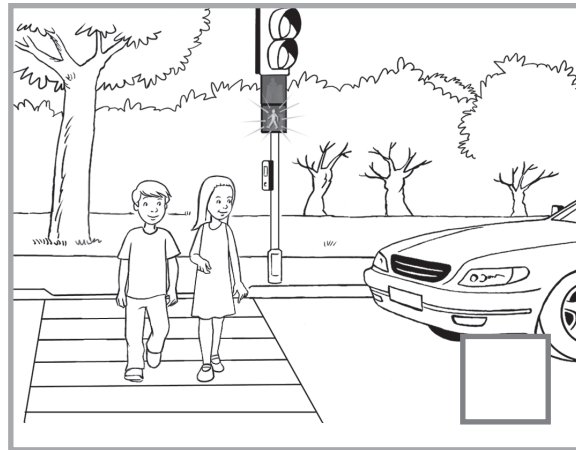
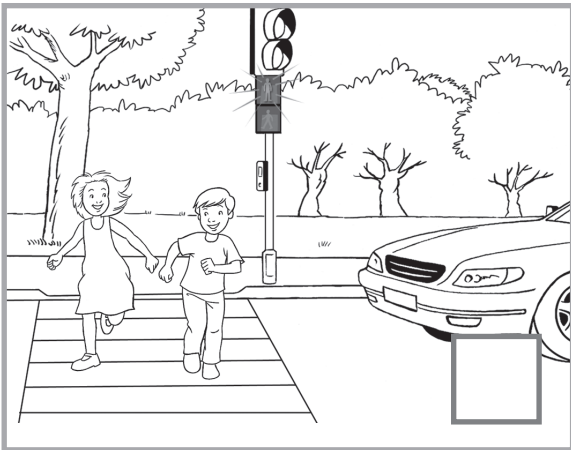
1 Where do you live?

I live in a _____ .

I live at number _____ .

2

2 Who is crossing the road correctly? Tick.



1

3 Complete the sentences and match.

baker ~~police officer~~ postal worker firefighter



A police officer

posts letters.



A _____

puts out fires.



A _____

makes bread.



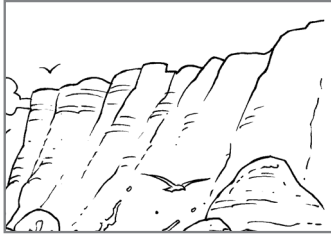
A _____

directs traffic.

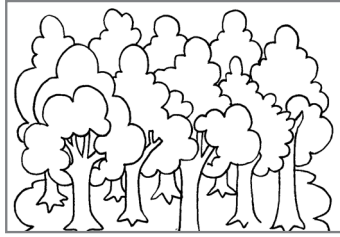
6

PHOTOCOPIABLE

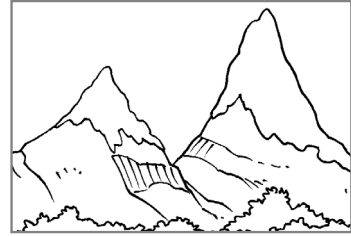
4  Classify the inland and coastal features.



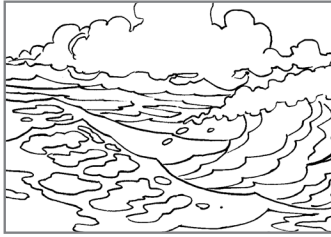
cliffs



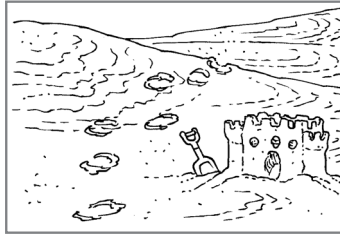
forest



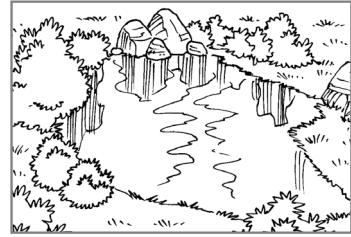
mountain



sea



sand



lake

Inland	Coast
_____	<i>cliffs</i>
_____	_____
_____	_____

 5

5  Complete the chart.

river park mountain road house forest

Natural	Man-made
<i>river</i>	_____
_____	_____
_____	_____

 5

6  Complete the sentences.

in the day at night

I see the Sun in the day.

I see the moon and the stars _____.

I have lunch _____.

I go to school _____.

I sleep _____.

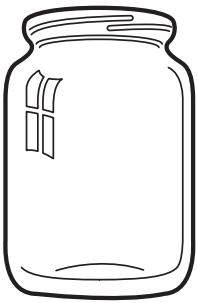
4

7  Circle the properties of glass.

rough / smooth

opaque / transparent

bendy / rigid



hard / soft

3

8  Complete the sentences.

plastic paper glass metal

_____ goes in the blue bin.

_____ goes in the green bin.

_____ and _____ go
in the yellow bin.

4

TEST TOTAL / 30

1. I live in a *house / flat* (according to where pupil lives)
I live at number (number + street)
1 point for each correct answer

2. Picture on right should be ticked
1 point

3. *A police officer* – directs traffic (example)
A firefighter – puts out fires
A postal worker – posts letters
A baker – makes bread
1 point for each correct word and 1 point for each sentence correctly matched

4. Inland: forest, mountain, lake
Coast: cliffs (example), sea, sand
1 point for each item correctly classified

5. Natural: river (example), mountain, forest
Man-made: park, road, house
1 point for each item correctly classified

6. I see the Sun *in the day*. (example)
I see the moon and the stars *at night*.
I have lunch *in the day*.
I go to school *in the day*.
I sleep *at night*.
1 point for each correct answer

7. smooth (example), transparent, rigid, hard
1 point for each item

8. *Paper* goes in the blue bin.
Glass goes in the green bin.
Plastic and metal (any order) go in the yellow bin.

1 point for each item

Term 3

Between completing the Unit 12 Test and the Term 3 Test, spend some time revisiting the material covered during Term 3. Sing some of the unit songs that the pupils have particularly enjoyed and, through games and discussion, review the main concepts learned in each unit. *Noughts and crosses* and *Odd one out* are games which lend themselves to revision of most concepts and can be adapted for this purpose.

The *Question game* (use questions that relate to Units 9–12 only) is an enjoyable way for the pupils to review concepts learned so far.

***It is strongly recommended that you avoid setting pupils the Unit Test and Term Test too close together.**

The Question game

Materials: a small bag; *Question game* cards (laminated); a silly hat; CD player; songs or music CD

Advance preparation

- Print, cut out and laminate the *Question game* cards (from the CD)

Play the game

- Shuffle the *Question game* cards and place them inside a small bag. Organise the pupils into a circle and tell them to sit down. Give the bag of questions to one of the pupils and give the hat to the pupil sitting opposite them.
- Explain to the pupils that they should pass the bag and the hat around the circle until the music stops. When the music stops, the pupil holding the bag and the pupil holding the hat, should stand up. The pupil with the hat puts the hat on. The pupil with the bag picks out a *Question game* card at random and reads the question for the other pupil to answer. If the pupil with the hat is having difficulty understanding the question, encourage the other pupil to repeat the question more slowly, more loudly, or use mime to help convey the meaning. Try not to step in yourself. Once the pupil has answered the question correctly, put the question to one side. Play the music again and continue the game with the remaining questions.



Name _____ Class _____

1 What is in a school? Match.

/
6

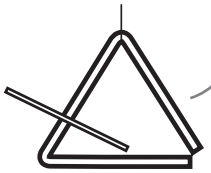
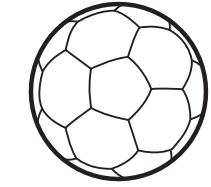
2 Who works in a school? Tick or cross.

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

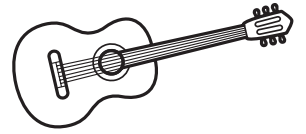
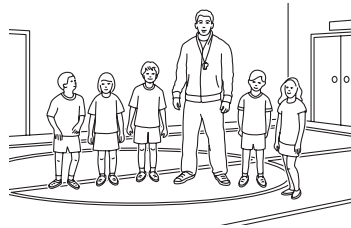
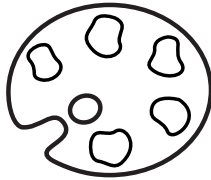
/
8

3  What do you need? Label the lessons and match.

Science Art P.E. ~~Music~~

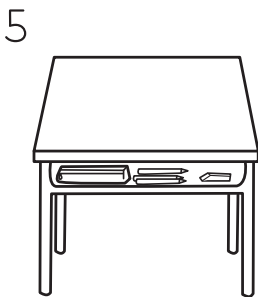
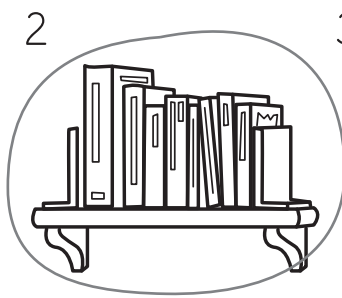


Music





4  Circle the good behaviour.



TEST TOTAL / 25

My school

1. Computer (example), books, pencil, blackboard, pencil sharpener, scissors & glue, basketball net
1 point for each item correctly matched
2. Tick: teacher (example), cook, caretaker
Cross: police officer, pop star, astronaut, doctor, mother & baby, taxi driver
1 point for each item correctly ticked or crossed
3. Lessons are labelled (in order): Music (example), Art, Science, P.E.
1 point for each item correctly labelled
ball matched to P.E.
triangle (example), *guitar* matched to Music
palette matched to Art
magnifying glass matched to Science
1 point for each item correctly matched
4. Pictures 2 (example), 3, 5, 6, 7 are circled.
1 point for each item correctly circled

General

Before starting each test, review key areas with the pupils. Begin by singing the main song from the unit as an opening activity. Repeat two or three activities from the unit that will help prepare the pupils for the test by revising main concepts and language. Pay particular attention to any areas the pupils may have found more challenging during the course of the unit. Sample revision notes follow.

My school

Materials: CD1; flashcards of the school area

1 Sing the song *In my school*

- Stick the flashcards of the school areas on the board in the same order they appear in the song. Say **Let's sing In my school**. Play CD1 (Track 9) and mime the actions. Encourage the pupils to join in with you. (See Pupil's Book Teacher's Notes Lesson 2 for lyrics.)

2 Play *Show me*

- If the pupils have their own classroom equipment at their tables, play **Show me**. Say **Show me a pencil** and have the pupils hold up the classroom item you name. If the classroom equipment is stored collectively in the classroom, play *Point to*. Say **Point to the pencils**. Pupils point to the area where the pencils are kept. Repeat for *paper, pencil sharpener, rubber, book* and *crayon*.

3 Play *Guess who?*

- Tell the pupils you are going to mime one of the people who works in a school. Mime cooking and giving out meals. Say **Who's this?** (*The cook*). Mime opening a door with some keys. Say **Who's this?** (*The caretaker*). Mime writing something on the blackboard. Say **Who's this?** (*The teacher*).
- Choose a volunteer to take over the miming. Whisper the name of one of the people who works in a school (*cook, caretaker, teacher*) and encourage him/her to perform the mime. As the pupil is miming, say **Who's this?** Or encourage the pupil to say it himself. Pupils who guess correctly take over the role of miming.

4 School subjects

- Mime one of the school subjects, e.g. Music – mime singing, P.E. – mime jumping or running, Art – mime painting a picture, Science – mime observing or investigating something. Encourage the pupils to name the subject you are miming.
- Slowly draw items that the pupils need for each subject on the board. Encourage them to name the subject.

5 Do the test

- Explain what the pupils must do in each activity and make sure they all have the necessary materials. Allow pupils time to do the test individually and monitor carefully, helping any individuals who are having difficulty.



Name _____ Class _____

1 Complete the sentences.

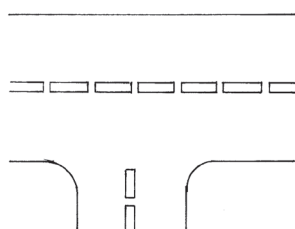
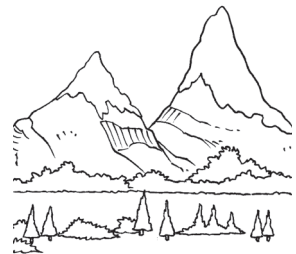
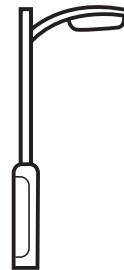
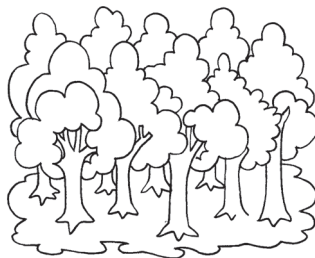
cliffs	mountains	sand	forests
plains	seaweed	sea	lakes

There are mountains, _____,
_____ and _____ inland.

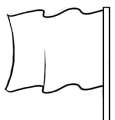
There are _____, _____,
_____ and _____ at
the coast.




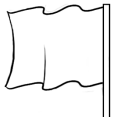
2 Circle the man-made features. Tick the natural features.



3   Complete the sentences and colour the flags.

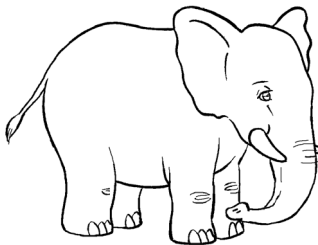
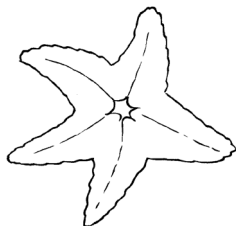
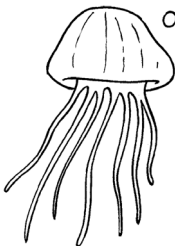
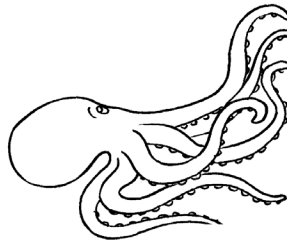
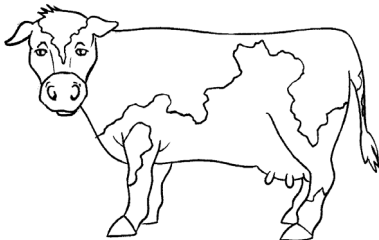
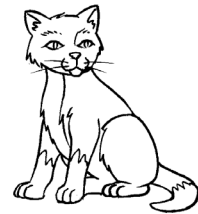
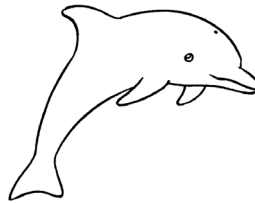
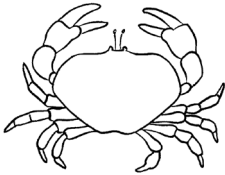
 _____ means we can go in the sea.

 _____ means we can't go in the sea.

 _____ means we must be careful.

 3

4  What animals live in the sea? Tick or cross.



 9

TEST TOTAL  25

Landscapes

1. There are *mountains* (example), *forests*, *plains* and *lakes* inland.
There are *cliffs*, *sand*, *seaweed* and *sea* at the coast.
1 point for each correct answer
2. Circled: house (example), street lamp, road
Ticked: forest, mountains, bushes, river
1 point for each item correctly circled or ticked
3. *Green* means we can go in the sea.
Red means we can't go in the sea.
Yellow means we must be careful.
1 point for each correct answer
4. Tick: crab (example), fish, dolphin, octopus, whale, jellyfish, starfish
Cross: cat, cow, elephant
1 point for each item correctly ticked or crossed

Landscapes

Materials: CD3

1 Sing the song *I want to go to the coast!*

- Ask the pupils if they remember the song *I want to go to the coast!* from Lesson 2. Say **Let's sing the song.** Play CD 3 (Track 16) and encourage the pupils to sing along and mime the actions with you (see Pupil's Book Teacher's Notes Lesson 2 for the lyrics).

2 Play *Odd one out*

- Name two things that you can see at the coast and one inland, e.g. **a jellyfish, cliffs** and **a lake**. Ask, **Which is the odd one out?** (*the lake, because you can see it inland.*)
- Repeat with different sets, e.g. **waterfall, river, sea; butterfly, snail, octopus; seaweed, dolphin, bush**, etc.

3 Review: Natural and man-made elements

- Draw a chart with two columns on the board. Write **Natural** at the top of one and **Man-made** at the top of the other. Encourage the pupils to name all the natural elements that they can think of. If possible, have the pupils come out and write the features on the board in the natural column. Repeat for man-made elements, listing all the man-made elements they can remember.

4 Review: Safety at the coast

- Ask the pupils **Which flag can you see when you can go in the sea?** (*the green flag*). Ask them **Which flag can you see when you can't go in the sea?** (*the red flag*) and pupils **Which flag can you see when you can go in the sea but you have to be careful?** (*the yellow flag*).

5 Review: Animals that live in the sea

- Name animals at random, e.g. **fish, cows**, and encourage the pupils to say, **Yes. Fish live in the sea.** Or **No. Cows don't live in the sea.**

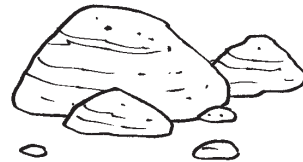
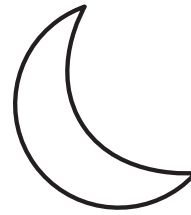
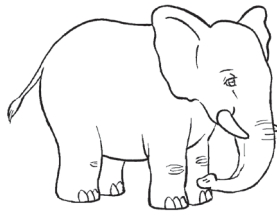
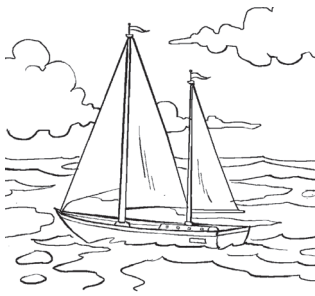
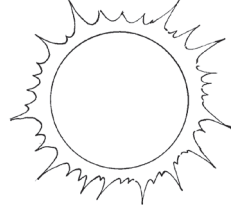
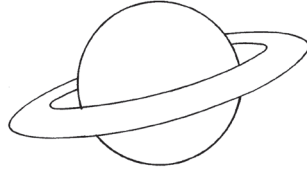
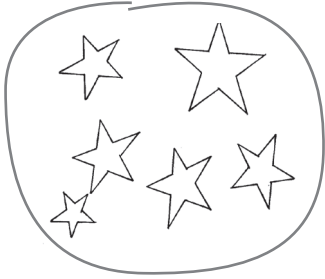
6 Do the test

- Explain what the pupils must do in each activity and make sure they all have the necessary materials. Allow pupils time to do the test individually and monitor carefully, helping any individuals who are having difficulty.



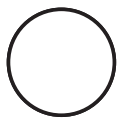
Name _____ Class _____

1 Circle and colour the things you can see in the sky.



2 Write about the Sun.

heat light star ~~round~~



The Sun is _____ round _____.



The Sun is a _____.



The Sun gives us _____.



The Sun gives us _____.

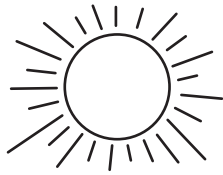


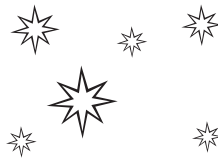
3  Do we see these things in the day or at night? Write.

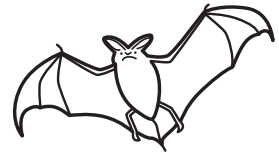
in the day at night



at night

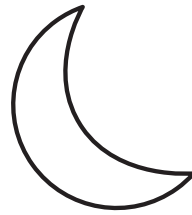










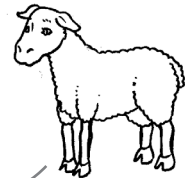
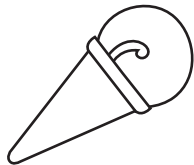
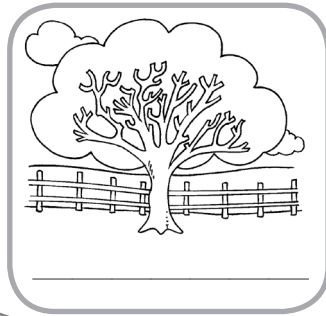




 7

4  Write the season and match.

~~spring~~ autumn
summer winter



 7



TEST TOTAL / 25

The Sun

1. Circled and coloured items: stars (example), planet, sun, moon, clouds
2 points for each item correctly circled and coloured
2. The Sun is *round* (example)
The Sun is a *star*
The Sun gives us *heat*
The Sun gives us *light*
1 point for each correct answer
3. at night (example), in the day, at night, at night
in the day, in the day, at night, at night
1 point for each correct answer
4. Clockwise from top left: spring (example), summer, autumn, winter
pumpkin matched to *autumn*
ice cream matched to *summer*
boy in gloves and hat and *snowman* matched to *winter*
lamb matched to *spring* (example)
1 point for each correct season and 1 point for each item correctly matched

The Sun

Materials: CD3; yellow chalk or pen to draw on the board; list of statements from Teacher's Book p305

1 Sing the song *Hello Sunshine!*

- Ask the pupils if they remember the song *Hello Sunshine!* from Lesson 2. Say **Let's sing the song.** Play CD 3 (Track 28) and encourage the pupils to sing along and mime the actions with you (see Pupil's Book Teacher's Notes Lesson 2 for lyrics).

2 The Sun quiz

- Divide the pupils into two teams. Draw two identical Suns with about six to eight rays each, one on either side of the board. Allow the teams to each choose a captain.
- Read the statements (from TB p305) to the teams in turn. Each time a team guesses correctly whether it is true or false, the captain can colour one of the Sun's rays yellow. The first team to colour all of their Sun's rays is the winner.

3 Review: In the day or at night?

- Tell the pupils to complete the sentences you say with *in the day* or *at night*.

I have breakfast... (*in the day*)

I sleep... (*at night*)

I play football... (*in the day*)

I go to the park... (*in the day*)

I swim... (*in the day*)

I can see the moon and stars... (*at night*)

I can see a rainbow... (*in the day*)

I go to school... (*in the day*) etc.

4 Seasons charades

- Choose a characteristic of one of the seasons and mime it. The pupils guess which season you are miming, e.g. mime being hot by fanning your face with your hand (*summer*).

5 Do the test

- Explain what the pupils must do in each activity and make sure they all have the necessary materials. Allow pupils time to do the test individually and monitor carefully, helping any individuals who are having difficulty.



Name _____ Class _____

1  What is it made of? Write.

~~wood~~ fabric glass metal paper plastic

A table is made of _____ wood _____.

A book is made of _____.

A window is made of _____.

A paperclip is made of _____.

A T-shirt is made of _____.

A pen is made of _____.

5

2  Circle the property of each item.

Wood is hard / soft.

Metal is rough / smooth.

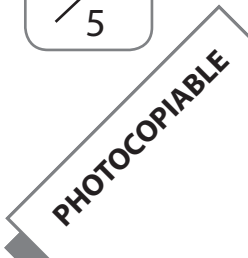
Paper is bendy / rigid.

Fabric is soft / hard.

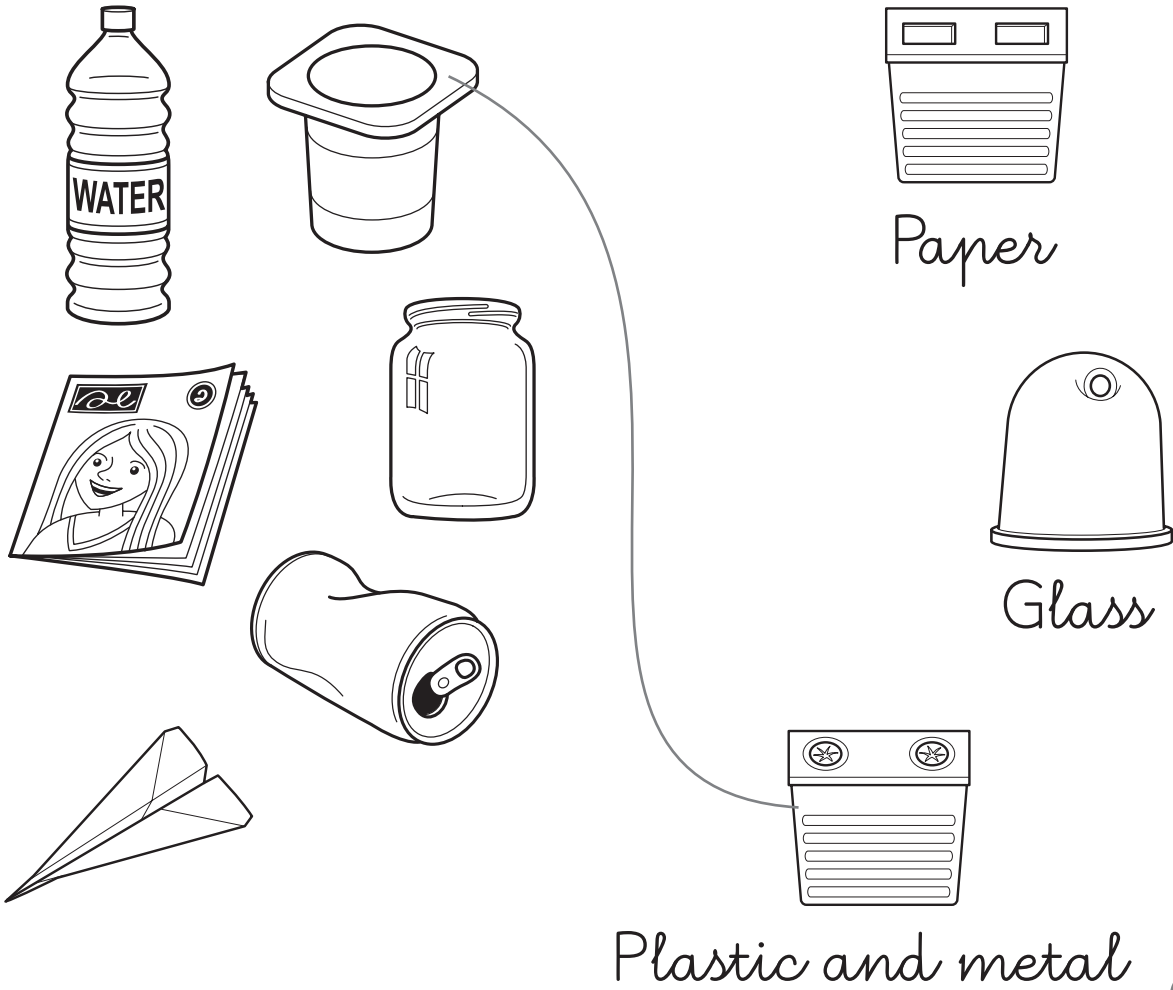
Plastic is bendy / rigid.

Glass is transparent / opaque.

5



3   Colour the bins and match.



 7

4  Complete the sentences.

glass plastic metal paper

_____ goes in the blue bin.

_____ goes in the green bin.

_____ and _____ go in the yellow bin.

 8

TEST TOTAL  25

Materials

1. A table is made of *wood*. (example)

A book is made of *paper*.

A window is made of *glass*.

A paper clip is made of *metal*.

A T-shirt is made of *fabric*.

A pen is made of *plastic*.

1 point for each correct word

2. Wood is *hard*. (example)

Metal is *smooth*.

Paper is *bendy*.

Fabric is *soft*.

Plastic is *rigid*.

Glass is *transparent*.

1 point for each correct answer

3. Paper: blue. Matched to: paper aeroplane, magazine

Plastic: yellow. Matched to: plastic bottle, yoghurt pot (example)

Glass: green. Matched to: jam jar, aluminum can

1 point for each item correctly matched and 1 point for correctly colouring the bins

4. *Paper* goes in the blue bin.

Glass goes in the green bin.

Plastic and *metal* go in the yellow bin.

1 point for each correct answer

Materials

Materials: CD3; a small opaque bag and random small objects that will fit in the bag, which the children can feel

1 Sing the song *Materials*

- Ask the pupils if they remember the song *Materials* from Lesson 2. Say **Let's sing the song**. Play CD 3 (Track 44) and encourage the pupils to sing along and mime the actions with you (see Pupil's Book Teacher's Notes Lesson 2 for lyrics).
- Encourage the pupils to extend the song by suggesting different objects made of the same material to use in each verse e.g. *A chair / table is made of wood*. Write their suggestions on the board as part of the song lyrics.

2 Play *Guess the object*

- Place an object inside a feely bag and choose a volunteer to close his/her eyes and place both hands inside the bag. Ask **Which sense is he/she using?** (*Touch*.) Encourage the other pupils to ask questions to help discover the identity of the object e.g. *Is it rough or smooth? Is it hard or soft? Is it bendy?* etc.

3 Say the *Let's recycle! rap*

- Ask the pupils if they remember the **Let's recycle! rap** from lesson 8. Play CD 3 (Track 51) and mime the actions encouraging the pupils to sing along with you.

4 Do the Test

- Explain what the pupils must do in each activity and make sure they all have the necessary materials. Allow pupils time to do the test individually and monitor carefully, helping any individuals who are having difficulty.



Name _____ Class _____

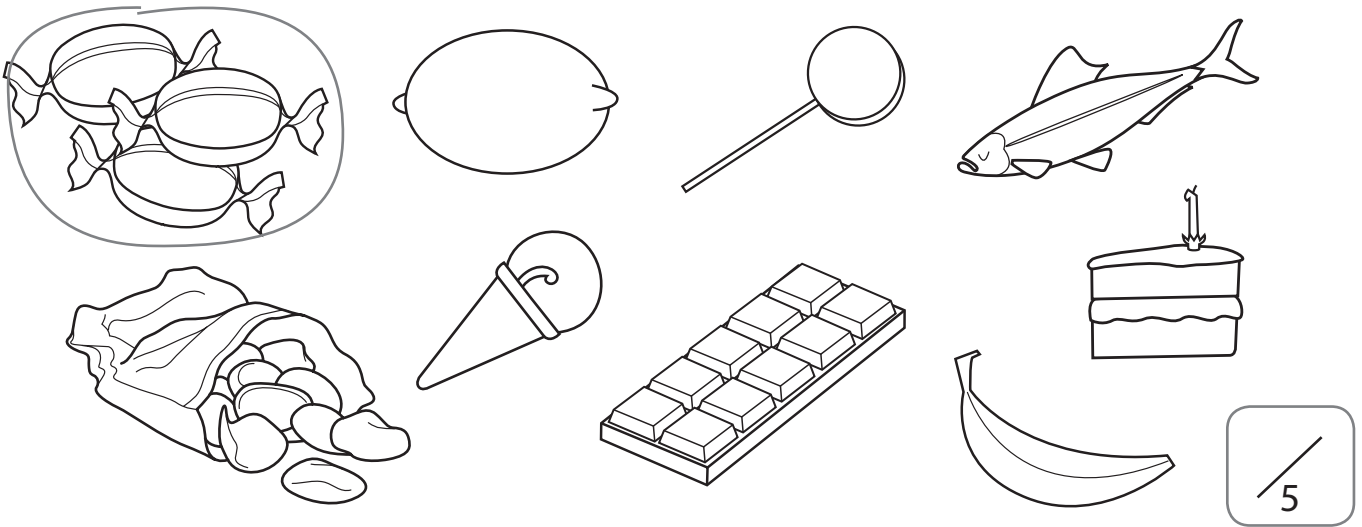
1 Which sense? Match.

taste hear see smell touch

2 Loud or quiet? Match.

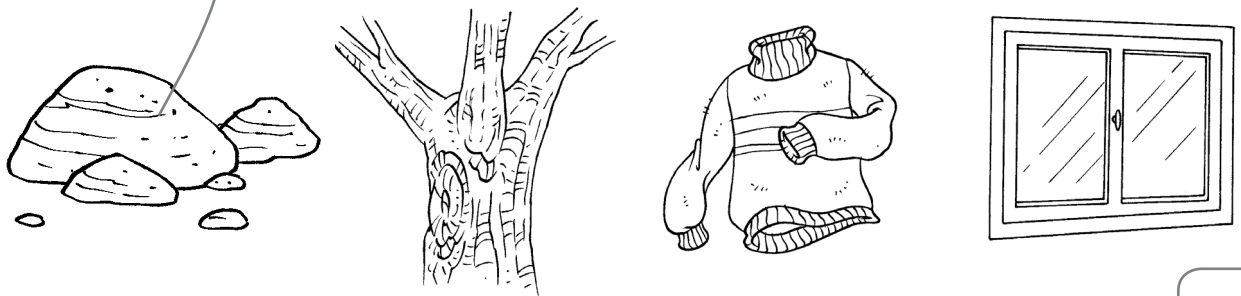
3 What smells good and what smells bad? Match.

4  Circle the food that tastes sweet.



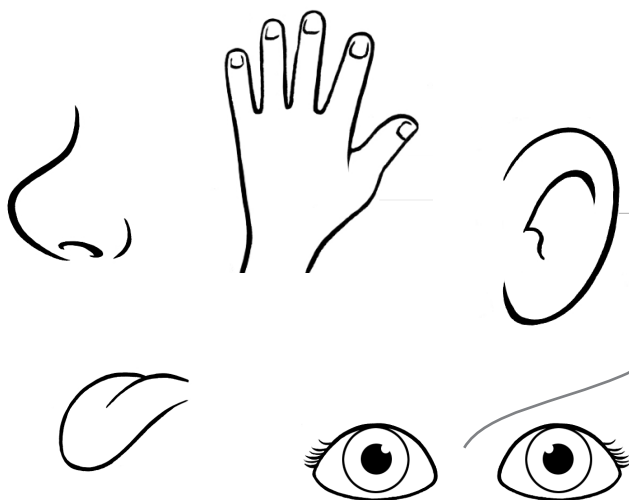
5  Match.

hard soft smooth rough





6  Match the parts of the body. Trace.



see
hear
smell
taste
touch



TEST TOTAL  25

My senses

1. baguette (example) and apple matched to *taste*
bird singing matched to *hear*
rainbow matched to *see*
flower matched to *smell*
teddy bear matched to *touch*
1 point for each item correctly matched

2. Loud: plane (example), trumpet, dog barking
Quiet: tap dripping, bird singing, mouse
1 point for each item correctly matched

3. Good: flower (example), perfume
Bad: fish, cheese
1 point for each item correctly matched

4. Sweets (example), lollipop, ice cream, chocolate, cake and banana are circled.
1 point for each item correctly circled

5. *rocks* (example) matched to *hard*
tree bark matched to *rough*
sweater matched to *soft*
window matched to *smooth*
1 point for each item correctly matched

6. *eyes* matched to *see* (example)
ear matched to *hear*
nose matched to *smell*
tongue matched to *taste*
hand matched to *touch*
1 point for each item correctly matched and all the words traced

My senses

Materials: CD1; word cards of *sweet, sour, bitter, salty*; random objects with different textures (rough, smooth, hard, soft) for the children to feel

1 Sing the song *I have five senses*

- Ask the pupils if they remember the song *I have five senses* from Lesson 2. Say **Let's sing the song**. Play CD 1 (Track 20) and encourage the pupils to sing along and mime the actions with you (see Pupil's Book Teacher's Notes Lesson 2 for lyrics).

2 Review: Senses

- Draw a big nose on the board. Ask different pupils to name things that you can smell. Ask **What can you smell?** e.g. *I can smell a flower. I can smell perfume.* etc.
- Repeat for each of the other senses, drawing a big ear, tongue, hand and eye. Encourage the pupils to name as many things as they can that we can see, hear, smell, taste and touch.

3 Play *Stand up if you can hear it*

- Say to the pupils, **Stand up if you can hear it**. Say, e.g. **A bird**. If you name something that makes a sound, the pupils should stand up. Encourage them to say, e.g. **I can hear a bird**. Pupils should sit down again between turns to make the activity more fun. If you name something that does not make a sound, they should remain seated. Examples: **a rainbow, a cat, an owl, a flower, the sun, a cloud, a clock, etc.**

Extend the activity by asking pupils if the things that make a noise are loud or quiet.

4 Good or bad smells

- Ask the pupils to name things that smell good and things that smell bad. Encourage them by asking, **Do flowers smell good or bad? Does the bin smell good or bad?** etc.

5 Taste

- Show pupils the word cards for **sweet, sour, bitter** and **salty**. Collectively read each one in turn and ask pupils if they can name a food for each one (**sweet** – *sweets*, **sour** – *lemon*, **salty** – *crisps* or *popcorn*, **bitter** – *coffee* etc.)

6 Play *What does it feel like?*

- Ask a volunteer to close his/her eyes and hold out his/her hands. Place a familiar object in the pupil's hands. Ask the pupil to guess what the object is and describe its texture. Ask questions to help if necessary, e.g. **Is it rough or smooth? Is it hard or soft?**

7 Do the test

- Explain what the pupils must do in each activity and make sure they all have the necessary materials. Allow pupils time to do the test individually and monitor carefully, helping any individuals who are having difficulty.



Name _____ Class _____

1 Match.

finger

head

leg

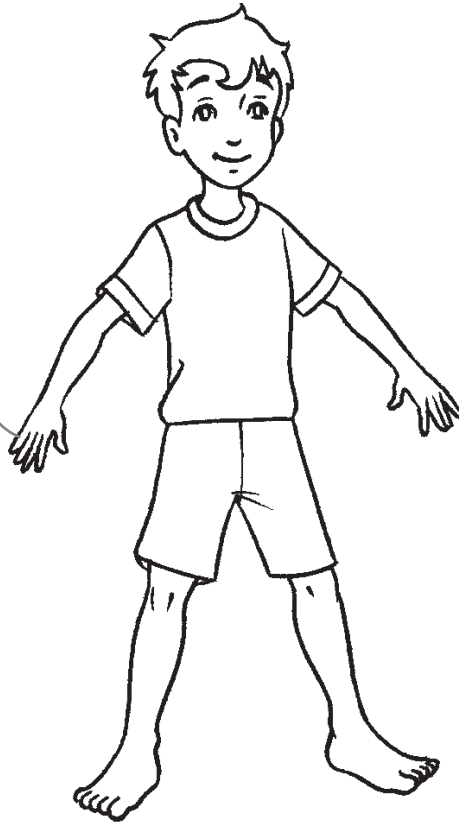
toe

hand

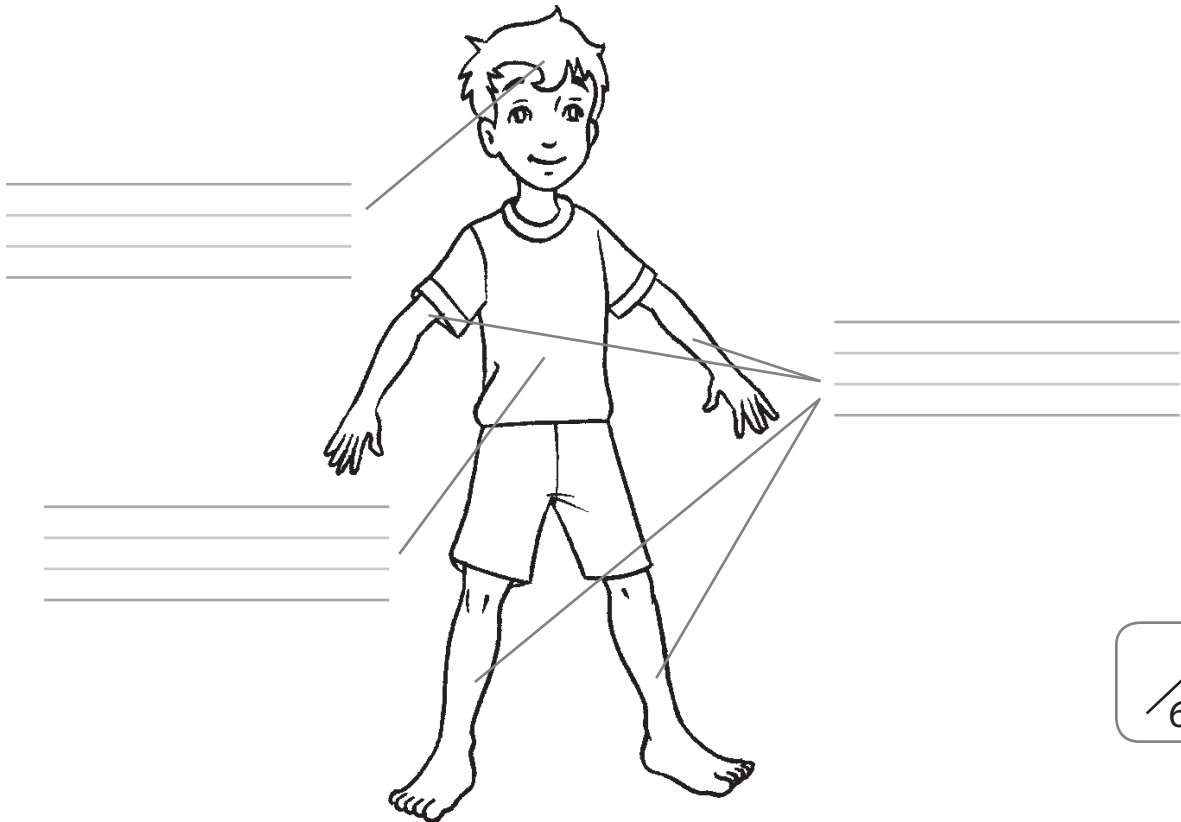
mouth

arm

foot

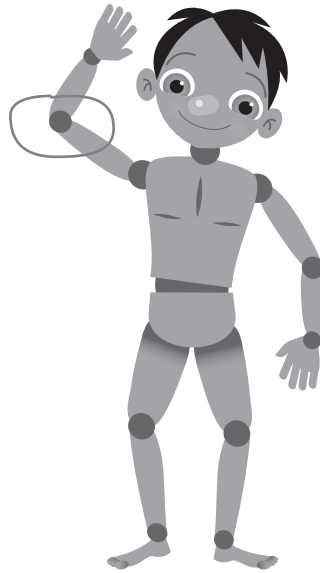


2 Label and colour the *head* blue, the *torso* red and the *limbs* green.



3  Circle six joints.

~~elbow~~
shoulder
knee
wrist
hip
ankle



5

4  Complete the sentences about joints.

elbow knee wrist ~~Hip~~ ankle ~~Shoulder~~

Joints help your body move.

Hip , _____ and _____

are joints in your leg.

Shoulder , _____ and _____

are joints in your arm.

4

5  Write the feelings.

angry sad happy

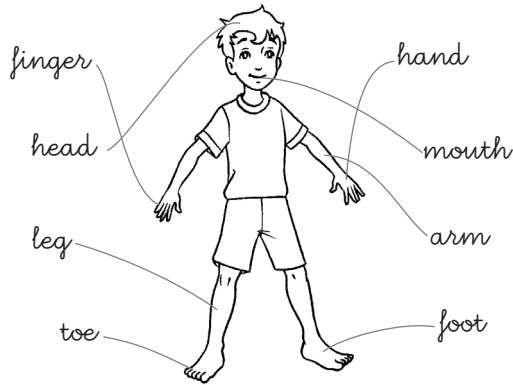


3

TEST TOTAL / 25

My body

1.



1 point for each item correctly matched

2. head (coloured blue)

limbs (coloured green)

torso (coloured red)

1 point for each item correctly labelled, 1 point for each item correctly coloured

3. Circled joints: elbow (example), shoulder, wrist, hip, knee, ankle

1 point for each item correctly circled

4. Joints help your body move.

Hip (example), *knee* and *ankle* are joints in your leg.

Shoulder, *elbow* and *wrist* are joints in your arm.

1 point for each correct answer

5. happy

angry

sad

1 point for each correct answer

My body

Materials: CD1; Puppet from class worksheet 2

1 Sing the song *Only one me*

- Ask the pupils if they remember the song *Only one me* from Lesson 2. Say Let's sing the song. Play CD 1 (Track 34) and encourage the pupils to sing along and mime the actions with you (see Pupil's Book Teacher's Notes Lesson 2 for lyrics).

2 Review: Head, torso or limbs

- Point to your head and elicit, *My head*. Point to your trunk and elicit, *My torso*. Point to your arms and legs and elicit, *My limbs*.
- Point to body parts at random and ask the pupils, **Where are your eyes / fingers / ears / nose / mouth / tongue / hair / face / toes / legs / feet / arms / hands?** (*head / limbs*)

3 Play *Bend the puppet* (Review: Joints)

- Use a puppet the pupils made in Lesson 3 (Class worksheet 2). Hold up the puppet and name different joints. Pupils come out and bend the part of the puppet that you have named. E.g. **elbow, wrist, shoulder, knee, ankle, hip**.
- Bend the puppet's joints yourself and have pupils name the joint and bend their own joints to match.

4 Do the test

- Explain what the pupils must do in each activity and make sure they all have the necessary materials. Allow pupils time to do the test individually and monitor carefully, helping any individuals who are having difficulty.



Name _____ Class _____

1 Complete and match.

grandmother mother sister

father and _____

1



grandfather and _____

2



brother and _____

3



2 What's a house made of? Write.

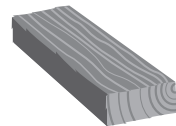
wall door window

A _____ is made of glass.



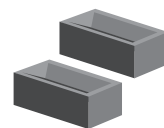
glass

A _____ is made of wood.



wood

A _____ is made of bricks.



bricks



3  Label the rooms. Match the objects to the rooms.

bathroom living room ~~bedroom~~ kitchen

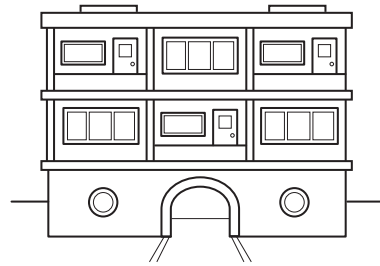
bedroom

11

4   Complete the sentence and colour where you live.



house



flat

I live in a _____.

2

TEST TOTAL / 25

My family

1. father and *mother* – matched to picture 2
grandfather and *grandmother* – matched to picture 3
brother and *sister* – matched to picture 1
1 point for each correct word and 1 point for each item correctly matched
2. window
door
wall
2 points for each correct answer
3. Rooms are labelled (in order): bedroom (example), bathroom, kitchen, living room
1 point for each room correctly labelled

Bedroom: bed, lamp
Bathroom: toilet, wash basin
Kitchen: fridge, cooker, dinner plates
Living room: TV (example), sofa
1 point for each item correctly matched
4. Free answer depending on where pupils live. The house or flat must be coloured in accordance with their answer.
2 points

My family

Materials: CD1; flashcards of *brother, sister, cousins* for activity 1; all family flashcards for activity 2

1 Sing the song *How many brothers?*

- Ask the pupils if they remember the song *How many brothers?* Stick the flashcards of the brother, sister and cousins on the board in the same order they appear in the song. Say **Let's sing the song**. Play CD 1 (Track 45) and encourage the pupils to join in with you (see Pupil's Book Teacher's Notes Lesson 2 for lyrics).

2 Play *Quick flash* (Review: Family)

- Hold all the family flashcards facing you. Quickly, turn a card around to face the pupils, then turn it back again. Pupils say which person they saw. If they are correct, say, **Yes, that's right. It's the brother** and stick the flashcard up on the board. If the pupils guess incorrectly, say, **No, try again** and flash the card again for them to see. Elicit from the pupils where to stick each flashcard to make a family tree formation on the board.

3 Review: Where do you live?

- Ask the pupils, **Do you live in a house or a flat?** Ask the pupils who live in houses to raise their hands. Encourage them to say, **I live in a house**. Repeat for the pupils who live in flats, encouraging them to say, **I live in a flat**.

4 My flat chant

- Say the **My flat** chant and encourage the pupils to join in with the mime and say the rhyme if they feel ready (see Pupil's Book Teacher's Notes Lesson 7 for lyrics)

5 Review: Where am I?

- Mime the household chores and have pupils guess which room you are in, e.g. Mime making the beds and say, **I'm making the bed. Where am I?** (*In the bedroom*). Mime washing the dishes and say, **I'm washing the dishes. Where am I?** (*In the kitchen*). Mime setting the table and say, **I'm setting the table. Where am I?** (*In the living room*) etc.

6 Do the test

- Explain what the pupils must do in each activity and make sure they all have the necessary materials. Allow pupils time to do the test individually and monitor carefully, helping any individuals who are having difficulty.



Name _____ Class _____

1 Write.

potatoes pears carrots ~~apples~~

Fruit

Vegetables

apples

6

2 Is it good for me? Complete the sentences.

fruit

chocolate

~~fish~~

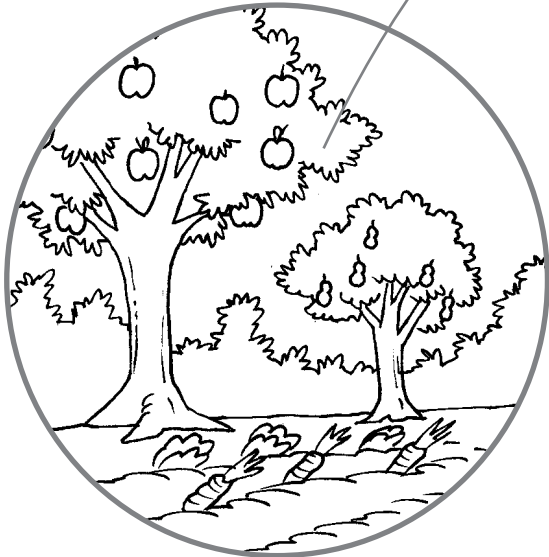
cake

Fish and _____
are good for me.

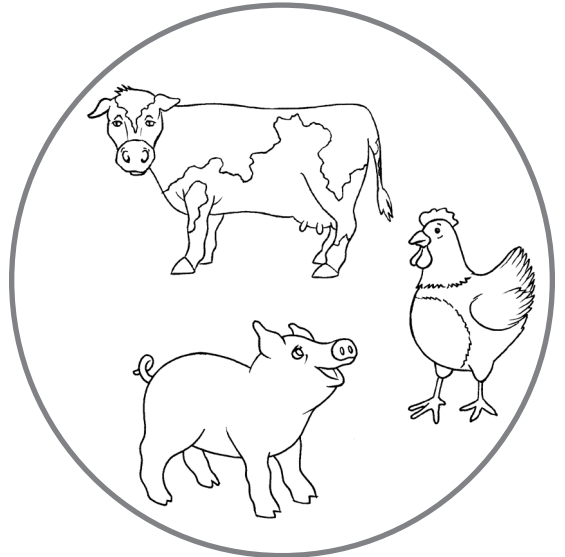
_____ and _____
are not good for me.

3

3  Food from animals or plants? Match.



- tomatoes
- sausages
- milk
- apples
- meat
- chicken
- lettuce
- bananas
- pears
- eggs
- ham
- carrots

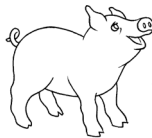


 11

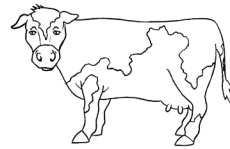
4  Which animals does the food come from? Write.



hens



pigs



cows

 Eggs come from hens.

 Sausages come from _____.

 Milk comes from _____.

 Chicken comes from _____.

 Ham comes from _____.

 Cheese comes from _____.

 5

TEST TOTAL  25

Food

1. Fruit: apples (example), pears
Vegetables: carrots, potatoes
1 point for each correct answer
2. Fish (example) and *fruit* are good for me.
Cake and *chocolate* are not good for me.
1 point for each word correctly written.
3. Plants: tomatoes (example), apples, lettuce, bananas, pears, carrots
Animals: sausages, milk, meat, chicken, eggs, ham
1 point for each item correctly matched
4. Eggs come from hens. (example)
Sausages come from *pigs*.
Milk comes from *cows*.
Chicken comes from *hens*.
Ham comes from *pigs*.
Cheese comes from *cows*.
1 point for each correct answer

Food

Materials: CD2; flashcards of *potatoes, carrots, chicken, apples, pears, milk* and food flashcards for activity 2; flashcards of *pig, cow* and *hen* for activity 3

1 Sing the song *Apples and pears are fruit*

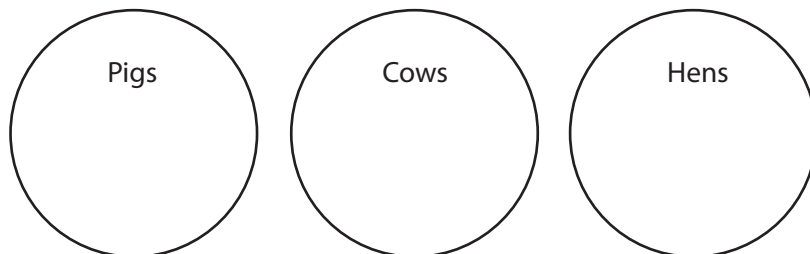
- Ask the pupils if they remember the song *Apples and pears are fruit* from Lesson 2. Say **Let's sing the song.** Play CD 2 (Track 4) and encourage the pupils to sing along and mime the actions with you (see Pupil's Book Teacher's Notes Lesson 2 for lyrics).

2 Play *Odd one out*

- Stick the flashcards of potatoes, carrots and chicken on the board. Point to each flashcard in turn. Say, **Hmm. Potatoes ... carrots ... and chicken. Which is the odd one out?** Pupils should shout out, *Chicken!* Shrug your shoulders and ask, **Why?** Help the pupils to structure their answers: *Because chicken is not a vegetable.*
- Stick the flashcards of apples, pears and milk on the board. Point to each flashcard in turn. Say, **Hmm. Apples ... pears ... and milk. Which is the odd one out?** Pupils should shout out *milk!* Shrug your shoulders and ask, **Why?** Help the pupils structure their answers: *Because milk is not a fruit.*
- Use different combinations to review the concept of food that is good for you and food that is not, and food that comes from animals or plants.

3 Review: Food from animals and plants

- Review which food comes from which animals by drawing three large circles on the board, and labelling each one:



- Choose a volunteer to stick the corresponding animal flashcard at the top of each circle. Call out a food item, e.g. **Sausages.** The pupil should point to the correct circle and say, **Sausages come from pigs.** Continue in this way, calling out all the food that pupils are familiar with: chicken, milk, eggs, ham, cheese, etc.

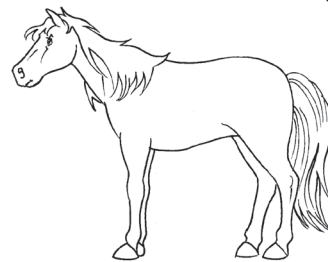
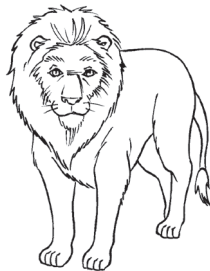
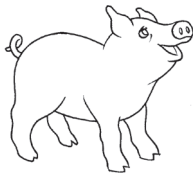
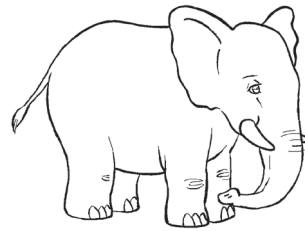
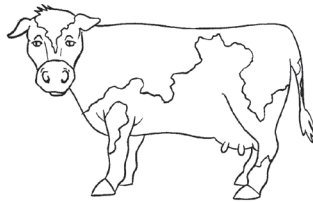
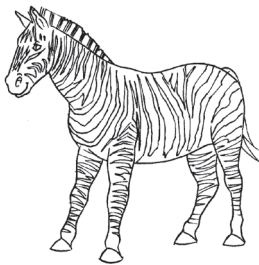
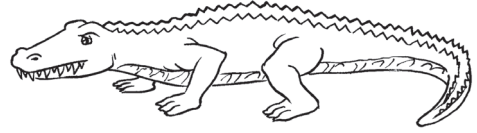
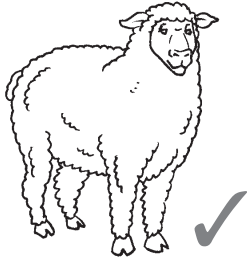
4 Do the test

- Explain what the pupils must do in each activity and make sure they all have the necessary materials. Allow pupils time to do the test individually and monitor carefully, helping any individuals who are having difficulty.



Name _____ Class _____

1 Circle the wild animals. Tick the domestic animals.



5

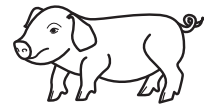
2 Complete the sentences and match.

chick puppy piglet ~~kitten~~

A kitten is a baby cat.



A _____ is a baby dog.



A _____ is a baby pig.



A _____ is a baby hen.



6

3  Write.

slither ~~walk~~ swim fly

Elephants walk

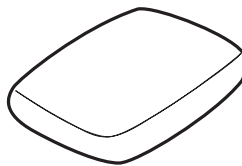
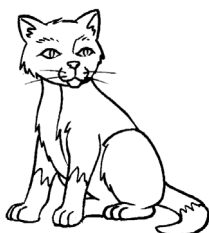
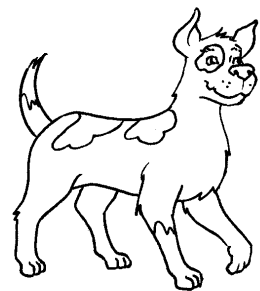
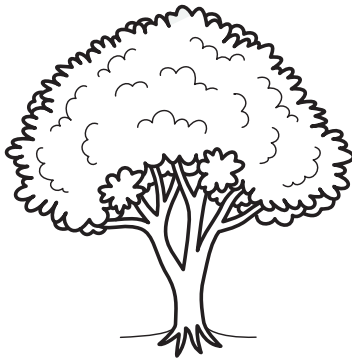
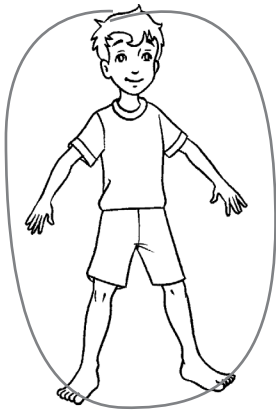
Birds _____

Fish _____

Snakes _____

 6

4  Circle the living things.



 8

TEST TOTAL  25

Animals

1. Circled: monkey (example), crocodile, snake, zebra, elephant, lion
Ticked: sheep (example), cat, cow, dog, pig, horse
Half point for each item correctly circled or ticked
2. A *kitten* is a baby cat. – picture 3 (example)
A *puppy* is a baby dog. – picture 4
A *piglet* is a baby pig. – picture 2
A *chick* is a baby hen. – picture 1
1 point for each word and 1 point for each item correctly matched
3. Elephants *walk*. (example)
Birds *fly*.
Fish *swim*.
Snakes *slither*.
2 points for each correct answer
4. Living things circled: boy (example), tree, flower, butterfly, fish, dog, cat, girl, hen
1 point for each item correctly circled

Animals

Materials: CD2; coloured card to make two different coloured monkeys to stick on the board; flashcards of animals; *Animals* poster

1 Sing the song *Animals have babies*

- Ask the pupils if they remember the song *Animals have babies* from Lesson 2. Say **Let's sing the song**. Play CD 2 (Track 21) and encourage the pupils to sing along and mime the actions with you (see Pupil's Book Teacher's Notes Lesson 2 for lyrics).

2 Play *Monkey race* (Review: Wild or domestic animals?)

- Divide the class into two teams, allocating each team a different coloured monkey. Draw a tree on the board with 4–5 branches protruding from either side. Number the branches.
- Ask the teams questions in turn. **Is (a cow / an elephant / a pig / a horse / a snake / a cat / a crocodile / a duck / a hen / a monkey / a dog / a sheep / a bird / a chameleon) a wild or domestic animal?** etc If a team answers correctly, their monkey can climb up a branch of the tree. The team whose monkey reaches the top of the tree first wins.

*If you do not wish to play the game, you can simply ask the questions to the pupils as revision.

3 Review: How many legs?

- Show the pupils the flashcards, or name animals at random. Ask pupils the number of legs each animal has, e.g. **How many legs has a spider got?** etc.

4 Review: Living or non-living?

- Use the poster to encourage pupils to name things that are living or not living. Encourage them to say, *A tree is a living thing. A rock is a non-living thing* etc.

5 Do the test

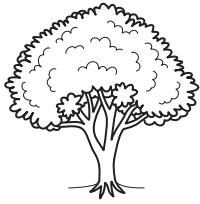
- Explain what the pupils must do in each activity and make sure they all have the necessary materials. Allow pupils time to do the test individually and monitor carefully, helping any individuals who are having difficulty.



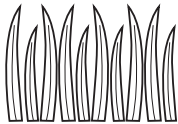
Name _____ Class _____

1 Write the word.

1



2



3



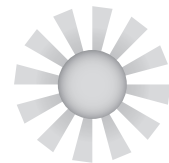
6

2 Complete the sentences.

Plants need _____.



Plants need _____.



Plants need _____.

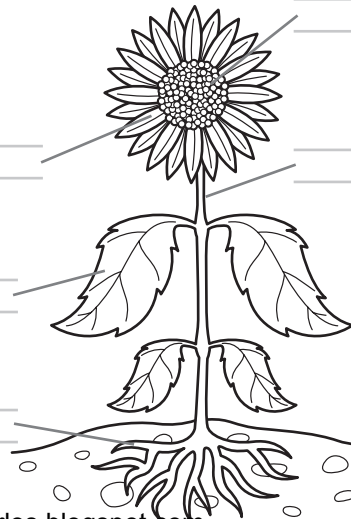


6

3 Label the parts of the plant.

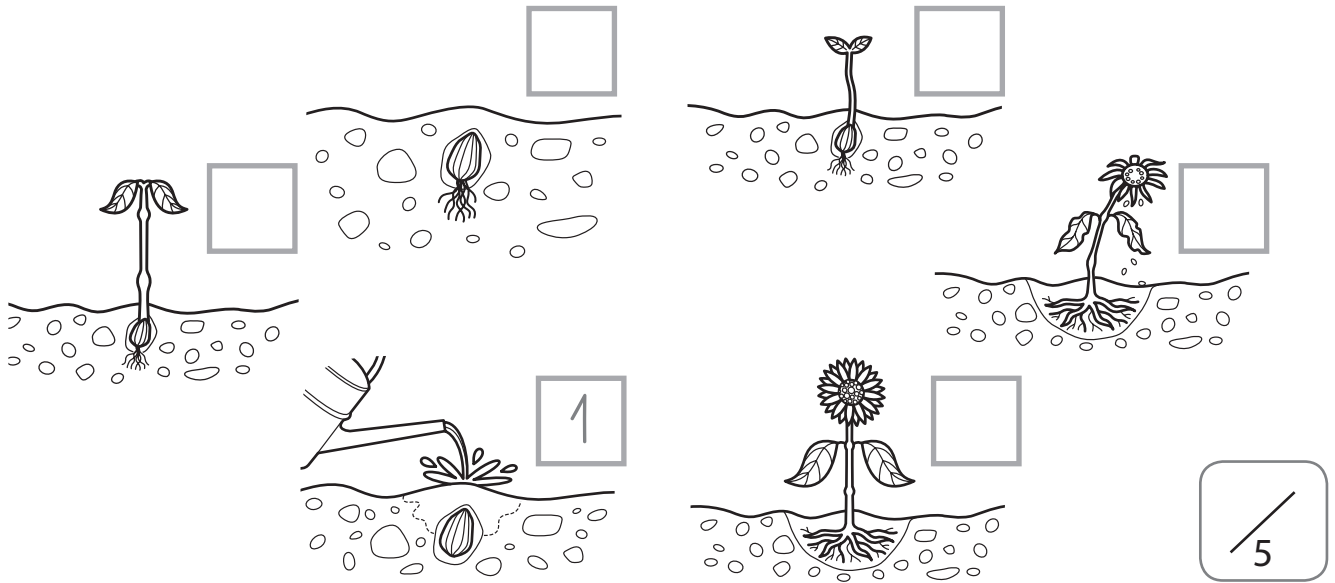
- roots
- stem
- ~~flower~~
- seeds
- leaf

flower

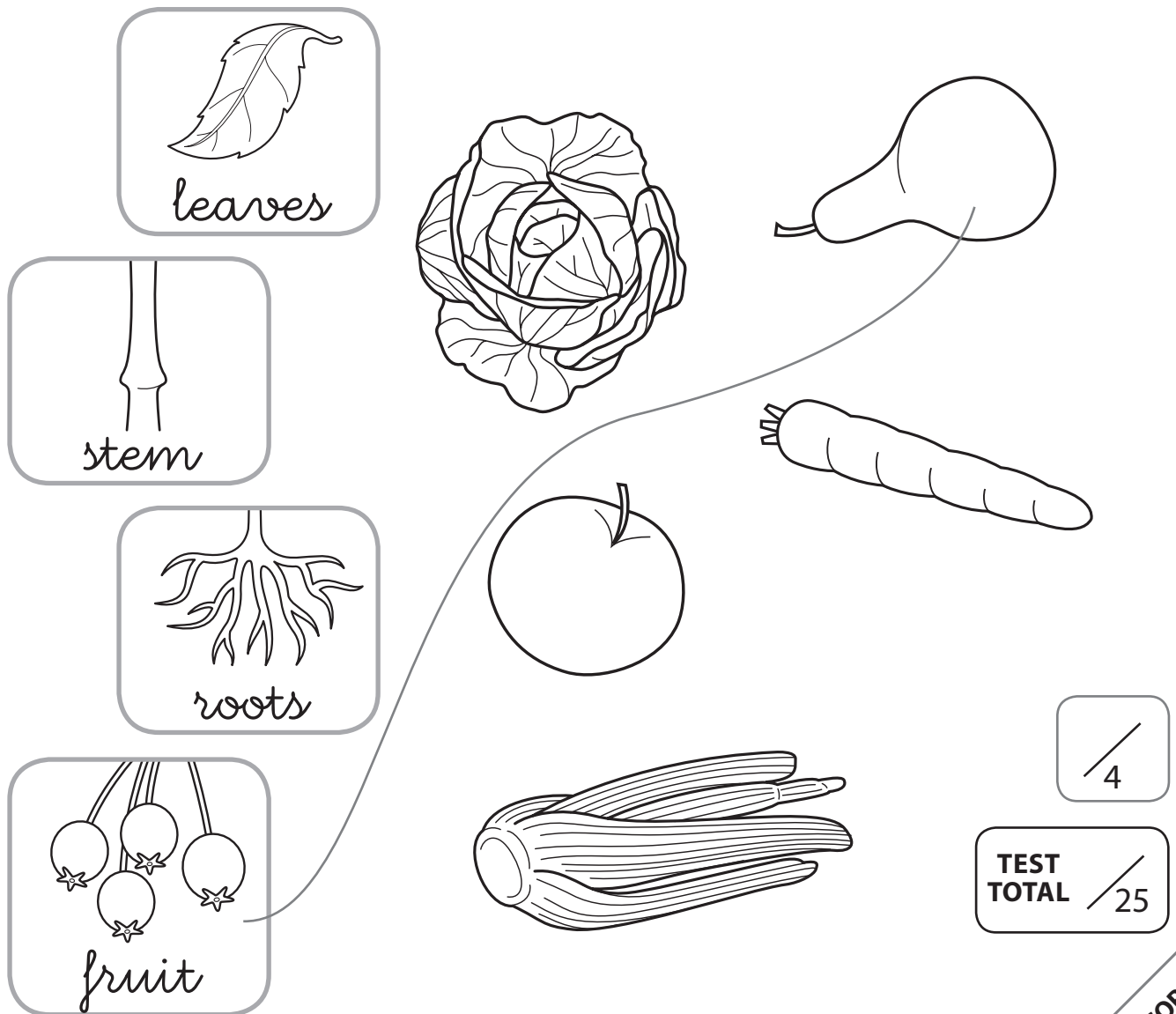


4

4  Order the life cycle of a plant.



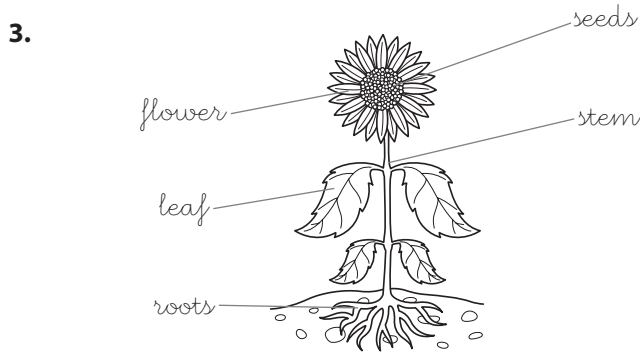
5  Match the parts of the plant we eat.



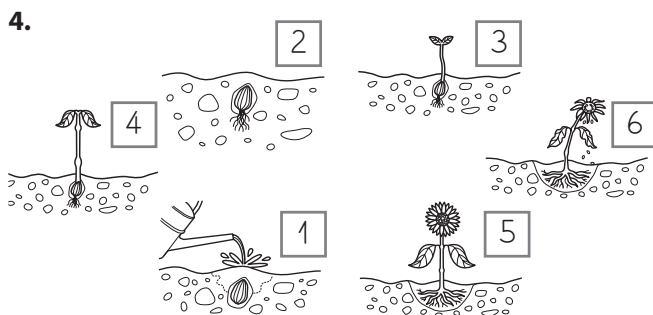
Plants

1. bush – 3, tree – 1, grass – 2
2 points for each item correctly traced and matched

2. water
 sunlight
 air
2 points for each correct answer



1 point for each item correctly labelled and matched



1 point for each item correctly numbered

5. lettuce matched to leaves
 celery matched to stem
 carrots matched to roots
 pears (example) and apples matched to fruit
1 point for each item correctly matched

Plants

Materials: CD2; flashcard of a *seed, roots, stem, leaves*

1 Sing the song *Plant a little seed*

- Ask the pupils if they remember the song *Plant a little seed* from Lesson 2. Say **Let's sing the song**. Play CD 2 (Track 33) and encourage the pupils to sing along and mime the actions with you (see Pupil's Book Teacher's Notes Lesson 2 for lyrics).

2 Review: Parts of the plant

- Stick the flashcard of the seed on the board and ask **Which part of the plant grows first?** (*the roots*). Encourage a volunteer to come out and stick the flashcard of the roots below the seed.
- Ask the pupils, **Which part of the plant grows next?** (*The shoot comes out of the seed and turns into the stem*). Encourage a volunteer to stick the stem flashcard above the seed.
- Repeat the process for *leaves* and *flower* until you have a complete plant on the board.
- Ask pupils to name the things plants need: *Plants need air, water and sunlight*.

3 Review: The life cycle of a plant

- Tell the pupils that you are going to draw the life cycle of a plant on the board. Encourage them to name the different phases as you draw, e.g. *The seed, water the plant, the roots* etc. Remind the pupils that the cycle goes on and on and on, with more new plants growing all the time.

4 Review: Parts of the plant we eat

- Ask the pupils, **Which food is the leaves of a plant?** (*lettuce*) **Which food is the root / fruit / stem?** Encourage the pupils to name any foods they remember.

5 Do the test

- Explain what the pupils must do in each activity and make sure they all have the necessary materials. Allow pupils time to do the test individually and monitor carefully, helping any individuals who are having difficulty.






Name _____ Class _____

1 Draw the weather symbols.



2 Complete the sentences.

People, a _____ and p _____
need water and air to live.

Water has no  s _____,  t _____
or  c _____.



3 Write yes or no.

Water is blue. no

Wind is moving air. _____


Rocks need air. _____


All living things need air and water. _____



Water and air

1. windy 

snowing 

raining 

sunny 

cloudy 

stormy 

foggy 

1 point for each item correctly drawn

2. *People (example), animals and plants need water and air to live.*

Water has no smell, taste or colour.

1 point for each correct answer

3. *Water is blue. no*

Wind is moving air. yes

Rocks need air. no

All living things need air and water. yes

1 point for each correct answer

4. *1 cloud (example), 2 snow, 3 rain, 4 sea, 5 river, 6 waterfall, 7 ice, 8 lake*

1 point for each correct answer

5. *good (example), bad, good, bad, bad*

1 point for each correct answer

Water and air

Materials: CD2; water flashcards of *river, sea, lake, waterfall, cloud, rain, snow, ice* and corresponding word cards

1 Sing the song *All living things need water*

- Ask the pupils if they remember the song *All living things need water* from Lesson 2. Say **Let's sing the song**. Play CD 2 (Track 43) and encourage the pupils to sing along and mime the actions with you (see Pupil's Book Teacher's Notes Lesson 2 for the lyrics).

2 Review: Places where we can find water

- Stick the water flashcards face up on the board. Encourage the pupils to name them as you do so (*river, sea, lake, waterfall, cloud, rain, snow, ice*).
- Show the pupils one of the word cards. Encourage the pupils to read the word collectively. Choose a pupil to place the word card under the corresponding flashcard.
- When the word card has been placed correctly, ask the pupils to read the word again collectively. Repeat with the rest of the word cards. When all the words cards are in position, point to each one again and encourage the pupils to read them collectively.

3 Play *True or false?*

- Mix statements about air and water in the same game to challenge the pupils, e.g. **People / rocks / animals / windows / pencils need air / water. Water has no taste / smell / colour. Wind is moving air. Water is blue.** etc. Pupils say if the statement is true or false.

4 Do the test

- Explain what the pupils must do in each activity and make sure they all have the necessary materials. Allow pupils time to do the test individually and monitor carefully, helping any individuals who are having difficulty.



Name _____ Class _____

1 **Classify.**

~~postal worker~~ library school firefighter
 car police officer bus lorry baker's
 teacher park bike

Transport	<hr/> <hr/> <hr/> <hr/>
Places	<hr/> <hr/> <hr/> <hr/>
People	<p style="text-align: center;"><i>postal worker</i></p> <hr/> <hr/> <hr/>

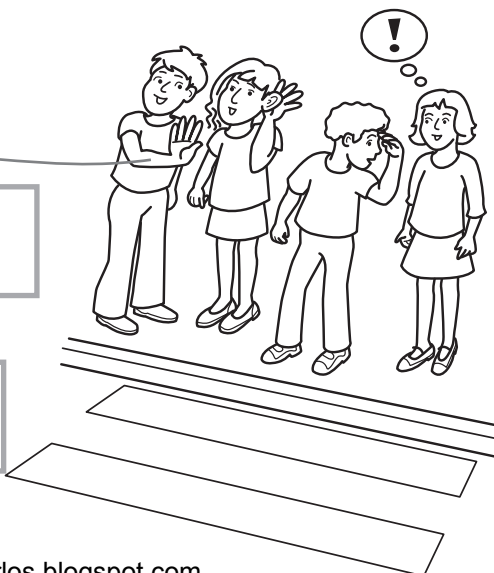
2 **Road safety. Match.**

Stop!

Look!

Listen!

Think!



11

3

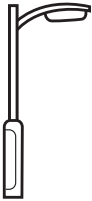
PHOTOCOPIABLE

3   Write the things you see in the street. Colour.



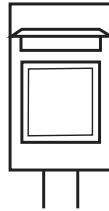
bin












8

4  Where do the vehicles go? Complete the sentences.

in the air on land in the water

Cars go _____.

Planes go _____.

Boats go _____.


3

TEST
TOTAL  25

My neighbourhood

1. Transport: car, bus, lorry, bike

Places: library, school, baker's, park

People: postal worker (example), firefighter, police officer, teacher

1 point for each correct answer

2. Children from left to right:

Boy with hand raised: Stop! (example)

Girl with hand to ear: Listen!

Boy scanning road: Look!

Girl with exclamation: Think!

1 point for each item correctly matched.

3. bin (example) – green

zebra crossing – black and white

street lamp – black

phone box – blue

traffic lights – red/amber/green

post box – yellow

1 point for each item correctly labelled and 1/2 point for each item correctly coloured

4. Cars go on *land*.

Planes go *in the air*.

Boats go *in the water*.

1 point for each correct answer

My neighbourhood

Materials: CD3; flashcards of people, transport and places from unit 9 for activity 2; transport flashcards for activity 4

1 Sing the song *In my neighbourhood*

- Ask the pupils if they remember the song *In my neighbourhood* from Lesson 2. Say **Let's sing the song.** Play CD 3 (Track 5) and encourage the pupils to sing along and mime the actions with you (see Pupil's Book Teacher's Notes Lesson 2 for lyrics).
- Play the track again and pause after each place in the neighbourhood and have the pupils sing the next line.

2 Classification

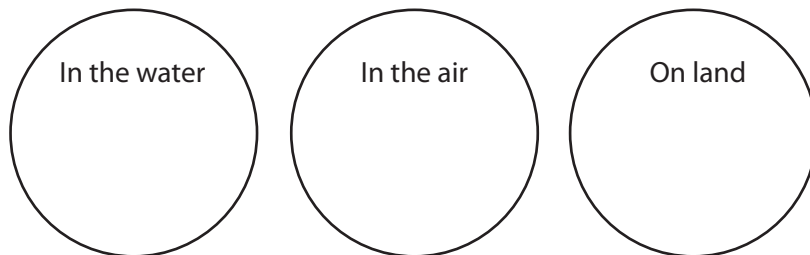
- Draw a chart on the board with three headings: **Transport, Places** and **People**. Shuffle together the flashcards of people, transport and places from the unit. Show them to the pupils one by one and encourage them to classify them in the correct column.

3 Say the **Stop! Look! Listen! Think!** rap

- Ask the pupils if they remember the **Stop! Look! Listen! Think!** rap from lesson 8. Say **Let's listen to the rap.** Play CD 3 (Track 13) and encourage the pupils to sing and mime along with you. (See Pupil's Book Teacher's Notes Lesson 8 for lyrics)

4 Review: Transport

- Draw three circles on the board. Write **In the air**, **In the water** and **On land** inside them. Encourage the pupils to place the transport flashcards inside the correct circle. Ask them if they can name any more forms of transport and add them to the correct circle.



5 Review: In the street

- Draw a street on the board. Ask pupils to name items you can see in the street and draw them.

6 Do the test

- Explain what the pupils must do in each activity and make sure they all have the necessary materials. Allow pupils time to do the test individually and monitor carefully, helping any individuals who are having difficulty.