

Resource Bank

Flashcard games

Guessing games

Bit by bit

Hide a flashcard behind your book or a large piece of paper. Gradually reveal the card bit by bit from behind the book, asking *What's this?* The first child to call out the correct answer is the winner and chooses the next card to show to his/her classmates. You can make this more difficult by showing some cards upside down or on their sides! This can also be played in teams. A team wins a point if their member is the first to call out the correct answer.

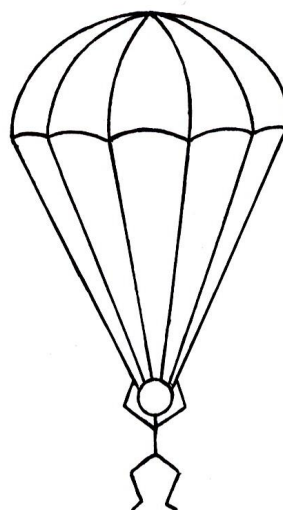
Envelope game

Take about ten cards for vocabulary items you want to practise or revise and place each one in an envelope in which you have cut two or three holes revealing small sections of each card. Number the envelopes 1–10 then circulate them around the class. Tell the children to write the numbers 1–10 in their notebooks or on a sheet of paper and write what they think is in each envelope. When everyone has had a chance to look at all the envelopes, take them in and ask *What's number (three)?* Open the envelope to reveal the object. The children score one point for every correct answer.

Parachute game

Use this game to revise known vocabulary. Using flashcards of the vocabulary you want to revise ask *What's this?* for each object as you hold up the card. (You need at least ten cards to make this game work, but the more cards you use, the more challenging the game.) Select one of the cards at random, look at it, and place it face down on the board. Copy the parachute diagram onto the board, asking the children what they think you are drawing.

Point to the card on the board and ask *What's this?* Each time a child answers incorrectly, rub out one of the parachute strings. If a member of the class guesses the object on the card before all the strings have been removed, the class wins. If all the strings have been rubbed out and the object is still unknown, you win!



You can play the game in teams. Give each team a separate parachutist labelled eg Team A and Team B, or colour the parachutes a different colour for each team so that you have, eg the Blue team and the Red team. Choose a member from each team in turn to guess the object on the card. For every wrong answer remove a string, and for every correctly guessed card, add a string. Continue, using different cards, until one team has lost all its parachutist's strings and is 'out'.

Memory games

Say the word

Place six flashcards in a row on the board using Blu-Tack. Point to each one and ask *What's this?* Turn one card over so that it is face down and ask the same question. Turn another card over and, pointing to each hidden object, ask *What's this?* Continue in this way until all the cards are face down on the board and the children are identifying the objects from memory.

What's number (one)?

Place ten object flashcards in a row on the board and write the numbers 1–10 above the flashcards, so that there is one number above each object (alternatively use your number flashcards). Choose numbers at random and ask eg *What's number (seven)?* Now turn the flashcards face down and ask again. You can vary your questions by asking *What number is the (lorry)?* etc.

Can you remember?

Hold up a flashcard and ask *What's this?* The class answer *It's (a banana)*, etc. Place the same card on the board face down, point to it, and ask the question again. Hold up a second card and do the same. Then repeat the question for both cards. Add a third card and repeat the procedure, asking *What's this?* for the third card and then for all three cards that are face down on the board. Continue adding cards and asking questions in this way.

Divide the class into teams, choosing a member from each team in turn to answer a question. Each time someone gives a wrong answer, the opposing team wins a point.

Say and remember

Place a series of cards on the board in a row. Point to each card and say the word for the class to repeat after you, eg *a doll, a car, a train, a robot, a lorry, a dinosaur*. Point to each card again. This time the class say the words without you. Do this until you feel all the class are saying the words confidently and rhythmically, like a chant. Turn over one of the cards. Repeat the sequence pointing to each card in turn as before, so that the class are saying one of the words without seeing the picture. Continue in this way, each time turning over a new and random card until the class are saying all the words from memory.

What's the card?

Choose about six cards for vocabulary you want to practise or revise. Call six volunteers to the front of the class and give each one a card. The volunteers stand in a row and in turn hold up their cards and ask *What's this?* for the rest of the class to answer. Rearrange the children holding the cards so that they still have the same cards but are standing in a different order. Each volunteer now holds up the card facing towards him/herself, so that the rest of the class cannot see the object. The first volunteer asks again *What's this?* and chooses a member of the class to answer. If the answer is correct, the volunteer reveals the object. If the answer is incorrect, the next volunteer asks the question. Continue in this way, returning to the first volunteer, until all the objects have been correctly identified.

Sequences

Place about six flashcards face up in a row on the board. Invite a volunteer to come to the front. Call out the word for one of the flashcards. The pupil then selects the correct card and places it in the centre of the board. Replace the card and invite a second volunteer to come to the front. This time call out the words for two cards. The pupil selects the two cards and places them in the order you said them in the centre of the board. Continue in this way, calling out three, four, five, and finally six words, saying a different sequence of cards each time.

Noughts and crosses

You can play this game with any set of nine flashcards to revise known vocabulary.

Across the top of the board place nine flashcards, face down. Write a number 1–9 below each card. Then draw a large noughts and crosses grid, numbering the squares 1–9.

1	2	3
4	5	6
7	8	9

Divide the class into two teams, 'the Noughts' and 'the Crosses'. Say *You are Noughts* and *You are Crosses* as you draw the symbols 'O' and 'X' on the board. Choose a volunteer from, eg 'the Noughts' to start the game by choosing a number, eg seven. Turn over card number 7. If the player can correctly name the object on the card, his/her team can write a 'O' in the number 7 square. Now it is the turn of 'the Crosses' to choose a number, name the object on the card, and add a cross to the grid. The object of the game is to be the first team to get three noughts or three crosses in a line vertically, horizontally, or diagonally.

TPR games

Mime it!

Choose flashcards for the vocabulary items you wish to practise or revise. Invite a volunteer to come to the front of the class. Give the volunteer a card which he/she must not show to the rest of the class. He/She then tries to convey the object on the card using mime only, eg if the object is a banana, the child might mime peeling and eating a banana. Whoever correctly guesses the word can then choose another card to mime.

Flashcard race

Before the start of the lesson, place the flashcards of the vocabulary items you want to practise on the wall around the room. Do this using Blu-Tack. Divide the class into two or three teams, depending on the number of children in your class, and give each team member a number from 1–10. Ask a question, eg *Number (five)! Where's the (T-shirt)?* The children to whom you have given the number five must then race to find the correct card. The winner gains a point for his/her team.

Word games

For some of these games you will need simple word cards. To make these, write the words you want children to practise reading on large pieces of card. Do this before the start of the lesson and store the cards for future use. Once you have made the cards you can use them again and again.

Word and picture pairs

Select about ten picture flashcards and make ten word cards so that there is one for each picture. Place the word cards down one side of the board, face down, and the picture flashcards, also face down, down the other side of the board. Divide the class into teams. Choose one volunteer from each team to come to the board and turn over one word card and one picture card. If the two cards 'match' the team wins a point. If they don't match, the cards are turned face down again and a member of the opposing team turns over another two cards. Each matching pair of cards wins a point.

Don't say it – do it!

Choose about six words that you want the children to practise. Hold up a word card for each word and invite the class to read the words with you. Repeat in chorus and individually until the class are reading the words confidently. Choose one of the words and explain to the children that instead of saying the word they must do an action. For example, if you are practising the parts of the body, children might clap

when they read the word 'hand'. Gradually add another action and another until children are doing as many different actions as you feel they can cope with.

Run to it!

Place word cards for the vocabulary you are practising around the room where all the children can see them. Divide the class into two teams. Call out the names of two children, one from each team. Hold up a picture flashcard and invite the children to go to the correct word card. The child who finds the correct word first wins a point for his/her team.

Find your partner.

Hand out picture cards to half the class and corresponding word cards to the other half of the class. The children then move around the class and find their 'partner'.

Match the picture!

Down the centre of the board place the picture flashcards of the words you are going to practise. On the left and right-hand sides of the board write the words, so that each column of words is in a different order. As you write each word invite the class to read it aloud.

an apple		an ice cream
an orange		a cake
a pear		an apple
a banana		a banana
a cake		a pear
an ice cream		an orange

Divide the class into two teams and give each team one side of the board. Choose a volunteer from each team to come to the board. Call out a word, eg *orange*. The two children must identify both the flashcard and the word and draw a line matching the two. Each team gets a point for a correct answer and if one child is quicker than the other he/she wins an additional point.

Word race

Divide the board into two columns. At the top of the first column write a topic word, eg *Clothes* and at the top of the second column write a different topic word, eg *Toys*.

Divide the class into two teams, the *Clothes* team and the *Toys* team. Call one member of each team to the front of the class and give both children a board pen. Each team must try to write as many words for their topic as possible, using the correct spellings. When one child has written a word, he/she must give the pen to another member of the same team, who then comes to the board, writes another word and chooses the next person to come and write a word.

Set a time limit. The team that gets the most correctly spelled words is the winner.

Finish the word!

Divide the class into teams. Hold up a card, eg *trousers* and on the board draw a leader line for each letter, eg _ _ _ _ _ . Choose a volunteer from one team to try to spell the word and write each correct letter in turn on the leader lines. If the child makes a mistake, pass the word to the other team to complete. If a volunteer from this team can then complete the word his/her team wins the point. However, if he/she also makes a mistake the word goes back to the first team. The team that completes the word, ie adds the last letter, wins the point.

Who's got it?

You need a flashcard and a word card for each word you want to practise. Hold up the word cards in turn and invite the class to read the words. Shuffle the cards. Give each word card to a girl and each picture flashcard to a boy. Make sure they don't show any of their classmates their cards and that you don't see them either! Call the girls and boys with the cards to the front of the room. Explain to the class that you are going to play a game in which it is the class against you, the teacher. Call out the name of one boy and one girl. Each named child holds up his/her flashcard/word card. If they match, those cards are out of the game and you win a point. If they don't match, it is the turn of a pupil to select two cards in the same way. Continue until all the word/picture pairs have been found, and add up your scores to decide the winner.

Spelling game

Play a version of the parachute game (see page 116), but this time choose a word, eg *dinosaur* and draw a line on the board for each letter, ie _ _ _ _ _ . Children try to guess the letters. Each time they guess a correct letter add it to the corresponding line. Each time they call out a letter that is not in the word, write the letter alongside

and rub out one of the parachute strings. If the class guess the word before they lose the parachute they win the game, if not, you are the winner.

Word chains

Begin the game by writing a word on the board. Invite pupils to think of a word beginning with the last letter. Invite a volunteer to come and write the word on the board. Continue in this way, each time adding a new word beginning with the last letter of the previous word.

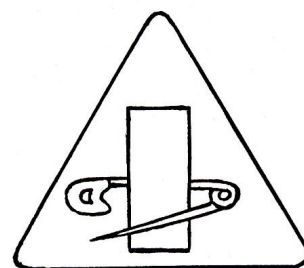
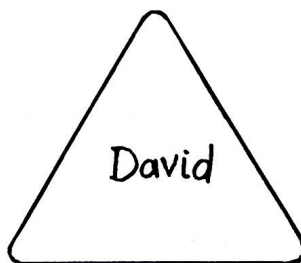
Write the words horizontally and vertically in turn, eg

```
r u l e r
o
b
o
t w o
r
a
n
g
e
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Unit 1 games

Make a name badge

For this activity you will need some thick paper or thin card, some safety pins, scissors, and sellotape. Each child draws a simple shape, eg a triangle, for their badge. They then write their name on it and decorate it before sticking a safety pin to the back.



Baby photos

For this activity you will need each child to bring to the lesson an old photo of him/herself – the funnier the better! Number all the photos, then either stick them on large sheets of paper using Blu-Tack and display them round the room, or hand them round the class. Give the class some time to look at the photos and write down in their notebooks who they think each one is. If they don't know each other very well, this provides an ideal opportunity for them to ask *What's your name?* At the end of the activity, go through the photos asking *Who's this?*

Portrait gallery

Divide the class into groups. Give each group a large sheet of paper for each child to draw his/her picture and write his/her name. Display the pictures on the wall. Alternatively the children can make wall displays using magazine pictures of famous people they know.

Number dictation

Invite a volunteer to the front to demonstrate the activity. Give the pupil a board pen and say *Listen and write the numbers*. Call out a series of numbers from 1–10, eg *Six... four... seven... nine... two... three...* giving the pupil enough time to write each number. Ask the class to tell you if the numbers are correct. Now tell the class to open their notebooks and do the same. Keep a note of the numbers as you say them, or place a flashcard on the board face down as you call out each number. Repeat as necessary. At the end of each mini-dictation, ask a pupil to call out his/her numbers and either turn over the flashcards, or write the numbers on the board for the class to check their answers. When the class are confident, invite volunteers to come to the front and dictate to their classmates.

Numbers race

Draw a line down the centre of the board, dividing it roughly in half. Invite two volunteers to the front and give each one a board pen. Call out the numbers 1–10 at random and tell the volunteers to write the numbers anywhere on their side of the board. When you've finished, the board should look something like this:

1	5	7	3
2	6	10	
4	9	8	

	4		6
5	9		
3	10		1
8	2		7

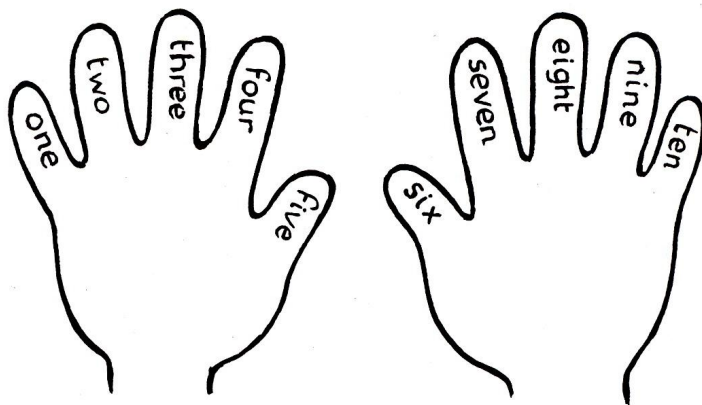
Divide the class into two teams and give each team one side of the board. Call out the names of one member from each team and say eg *Where's number eight?* The two players must run to the board and circle the correct number. The first player to circle the number correctly wins a point for his/her team. Rub out the circles, choose another number for two more pupils, and continue the race until all the children have played the game. You can replace the digits with the number words to provide reading practice.

Stand in order!

Make sets of word cards for the numbers 1–10. You will need two sets if there are 20 children in your class and three sets if there are 30. Write one set of words in one colour and the other set(s) in a different colour, eg red and blue. Explain to the class that they are in two teams, in this case the red team and the blue team, according to the colour of the word on their card. Call each team to a different part of the room where there is plenty of space and tell the children to read their words and stand in order from 1–10. The first team to do so correctly wins the game.

Number fingers

On a large piece of paper, or in their notebooks, tell the children to draw first round their left hand then round their right hand, with each hand alongside the other. Demonstrate on the board. The children then write a number word from one to ten on each finger from left to right.



Unit 2 games

Colour sequences

Make sure children have in front of them a pen or pencil in each of the colours you are going to practise. Hold up a pen/pencil yourself and say, eg *Show me red*. Repeat for the other colours. After a couple of examples encourage the children to hold up the colours without you demonstrating.

On the board place a series of three or four different coloured pens/pencils in a row, fixing them to the board with Blu-Tack. Invite a volunteer to call out the colours in order from left to right. Call out another series of colours eg *red, yellow, green* and invite a volunteer to make the correct sequence on the board while the class do the same on their desks. Continue in this way, adding more colours to make the game more challenging.

Make a colour collage

Divide the class into groups. Give each group a colour. Hand out scissors, glue, magazines, and a large piece of paper to each group. The children then look through the magazines and cut out pictures of objects in their colour to stick on their collage. Display the collages around the room.

Favourite colours survey

On the board draw a simple chart using a colour flashcard as the heading for each column. Ask several pupils around the class *What's your favourite colour?* Then write the pupils' names in the correct column. Once you have demonstrated the activity, you can either continue writing names on the board yourself or invite volunteers to ask their classmates and complete the table. Alternatively, with smaller classes you could ask the children to copy the table and move around the class asking their classmates the question and recording their answers as above.

Unit 3 games

Sentence race!

For this game you need word cards for the numbers 2–10 and nine known colours and nine objects (toys and classroom objects) in the plural. Place all the word cards around the room. Do this so that all the cards are random and jumbled. Divide the class into two teams. Choose one member from each team. The two children must look round the room and find three words (a number, a colour, and an object) which they must then arrange on the board in the correct order to make a 'sentence', eg *Five green trains*. The first child to make a correct 'sentence' wins a point for his/her team.

Complete the sentence

Use word cards for numbers, colours, and objects as above, but this time place all the words jumbled up on the board. The two teams take it in turns to turn over (and replace) a card until one of the teams finds a number, eg *seven*. Continue until someone finds a colour, eg *yellow* and then finally an object, eg *robots*. The pupil who finds the final card and says the sentence correctly wins a point for his/her team.

Unit 4 games

Taste it, guess it!

Bring to the class a selection of foods and place each one on a tray. Invite volunteers to come to the front in turn and place a blindfold over their eyes. The children can touch, smell and taste the foods to guess what they are.

Unit 6 games

Chinese whispers

Team game. Each team stands or sits in a line. Use commands telling children to place known objects in different places in the classroom, using the prepositions *in* and *on*. Give a different command to the first child in each line: *Put a (red) pencil on the (table)*, etc. The children pass the instruction along the line to the last person in each line, who must follow the instruction correctly.

Picture dictation

Give each child a large sheet of paper, or they can use their notebooks. Give a series of instructions, eg *Draw a chair. On the chair draw a bag. In the bag draw a ruler. Colour the bag red. Colour the ruler yellow*. Repeat with other known vocabulary and colours to build up a picture.

Magazine people

Children cut out photos of people from magazines and write brief descriptions to make a poster or wall display.

Read and match

Divide the class into small groups. Give each group a magazine picture of a person. In their groups, the children write a short description of their person. Collect in all the descriptions and all the pictures. Number the descriptions and label the pictures, eg A, B, C, etc. before placing the pictures and the descriptions around the room using Blu-Tack. The children then move around the room and try to match the descriptions their classmates have written with the correct pictures.

Unit 8 games

Chinese whispers

This is a variation of the game described above in Unit 6. Bring to the lesson a variety of hats, shoes, socks, T-shirts, etc. in different colours. Place the clothes in a box or in a pile at the front of the class. Divide the class into two or three teams and position the team members in a line. Whisper a command, eg *Put on the red hat* to the last member in each team, ie the person furthest away from the pile of clothes. He/She then whispers the command to the next person in the line who passes the instruction on to the next team member and so on until it reaches the first person who must run to the pile of clothes and put on the correct item. Continue with other instructions, using *Put on...* or *Take off...*

All change

This game requires a large space and enough chairs for all the children.

Place the chairs in a circle and tell the children to sit down. Call out a colour and an item of clothing, eg *a red T-shirt*. All children wearing a red T-shirt must change seats while you, in the middle, must try to sit in one of their seats. If you succeed in sitting in an empty chair before one of the children, that pupil must stand in the middle of the circle and call out another item of clothing, eg *black shoes*. All the children wearing black shoes must now swap seats and try to find a new chair before the person in the middle gets there. Continue with different colours and items of clothing.

Make a clothes collage

Using magazine pictures, the children cut out items of clothing. On a large sheet of paper they then draw a person's head and stick on the pieces of clothing to create a character. Children then add a speech bubble coming from their character and write a description beginning *I'm wearing...*

Unit 9 games

Monster consequences

Give each child a large sheet of paper. Tell everyone to draw a funny monster head and neck at the top of the page, leaving plenty of space for the body and legs. When everyone has drawn the head, the children fold down the top section of the paper so that the head they have drawn is hidden and only the bottom of the neck is showing. All the children then pass their paper to the person sitting to the left of them. Everyone then draws the monster body, arms, and hands, and turns over the paper again so that the very bottom of the body is showing, before passing the paper on again. This time everyone draws the legs, folds the paper over and passes it on to the next child, who adds the feet, folds the paper, and passes it to the last child. The last child then opens the paper to reveal the complete monster. The children could then colour their monsters and write brief descriptions eg *I've got a blue head. I've got four green arms*, etc.

What can you do, little man?

The following is an adaptation of a traditional English children's game. Stand the children in a circle. Choose a volunteer to stand in the middle of the circle while the rest of the children hold hands and circle round. As they are doing so say the following:

What can you do, little man?

What can you do, little man?

Now invite the child in the centre to do an action, eg hop on one leg, for the class to try to copy. As the rest of you copy the action say:

I can do it too, little man!

I can do it too, little man!

The child in the middle then chooses someone else to take his/her place and do an action for the class to copy.

Body race

This game can be played in pairs or small groups. For each pair or group you need a dice or spinner with a number from 1–6 in each of the sections. Before the start of the game write the following key on the board: 1 = head 2 = body 3 = arm 4 = hand 5 = leg 6 = foot. Each child takes it in turn to throw the dice. Everyone must get a '1' to start the game by drawing a head. They must then get a '2' to draw the body. Once they have the body they can add each of the legs or arms by throwing a '3' or a '5'. Children continue adding body parts in this way, and the winner is the first child to draw a complete body.

Tests

The Tests

There are three photocopiable tests in *Happy Street 1*, for use after Units 3, 6, and 9. Each test consists of two pages: the first page is a listening test and the

second page a reading and writing test. There is a total of 25 marks for each listening test and 25 marks for each reading and writing test.

Test 1 Units 1–3

Listening test

1 Listen and write the numbers.

Children write a sequence of numbers in the order they hear them on the tape.

10 marks

Tapescript

seven four ten six two nine one eight three five

2 Listen and circle.

Children select and circle the objects they hear mentioned on the tape.

10 marks

Tapescript

one – a pencil
two – a car
three – a rubber
four – a dinosaur
five – a ruler
six – a train
seven – a book
eight – a robot
nine – a pen
ten – a doll

3 Listen and circle Yes or No.

Children select and circle 'Yes' or 'No' to indicate whether or not pictures correspond to objects mentioned on the tape.

5 marks

Tapescript

One. What's this? Is it a pencil-case?
Two. What's this? Is it a doll?
Three. What's this? Is it a pen?
Four. What's this? Is it a robot?
Five. What's this? Is it a car?

Answers: 1 Yes 2 No 3 No 4 Yes 5 No

Total: 25 marks

Reading and writing test

1 Read and colour.

Children read texts and colour the objects accordingly. (Give 2 marks for each object coloured correctly.)

10 marks

2 Read and match.

Children read and match the two parts of conversational exchanges.

5 marks

Answers:

1 Hello!	Hi!
2 What's your name?	I'm Jack.
3 Can I borrow your pen?	Yes. Here you are!
4 What's this?	It's a robot.
5 Goodbye	Bye!

3 Read and write

Children sort words into categories.

10 marks

Answers:

Toys: (doll) dinosaur robot
School things: (book) pencil-case ruler
Colours: blue green yellow
Numbers: five two eight

Total: 25 marks

Test 2 Units 4–6

Listening test

1 Listen, find, and number.

Children select the objects they hear mentioned on the tape, and write their numbers.

10 marks

Tapescript

an orange – number one
a plane – number two
an ice cream – number three
a bike – number four
a cake – number five
a skateboard – number six
a pear – number seven
a boat – number eight
an apple – number nine
a ball – number ten

2 Listen and number.

Children listen to five sentences and identify the pictures described.

5 marks

Tapescript

One. The car is under the table.
Two. The plane is on the chair.
Three. The car is in the cupboard.
Four. The plane is under the table.
Five. The car is on the chair.

Answers: (from left to right) 3 5 1 4 2

3 Listen and write the numbers.

Children write a sequence of numbers in the order they hear them on the tape.

10 marks

Tapescript

twelve fifteen twenty eighteen thirteen eleven
nineteen fourteen seventeen sixteen

Total: 25 marks

Reading and writing test

1 Read and write the numbers.

Children associate words with pictures and write numbers to show how they match.

5 marks

Answers: bike = 2 wardrobe = 1 kite = 5 bookcase = 3
skateboard = 4

2 Look, read, and write. *Where's Polly?*

Children use the information contained in pictures to write where Polly is. (Give 2 marks for each correctly spelt answer, and 2 for each part of question 4.)

10 marks

Answers:

- 1 In the kitchen.
- 2 In the bathroom.
- 3 In the sitting room.
- 4 In the bedroom, on the bed.

3 Write sentences with *I like* or *I don't like*.

Children use the information contained in pictures to write sentences using *I like...* or *I don't like...*

10 marks

Answers:

- 1 I like apples.
- 2 I don't like steak.
- 3 I don't like mushrooms.
- 4 I like chocolate.
- 5 I like pears.

Total: 25 marks

Test 3 Units 7–9

Listening test

1 Listen, find, and number.

Children select the characters and objects they hear mentioned on the tape, and write their numbers.

10 marks

Tapescript

a girl – number one
a dog – number two
a baby – number three
a boy – number four
a woman – number five
a man – number six
a sock – number seven
a jumper – number eight
a shoe – number nine
a T-shirt – number ten

2 Listen and write A, B, C, or D.

Children listen to sentences about the clothes different characters are wearing and select pictures accordingly.

10 marks

Tapescript

One. He's wearing a jumper.
Two. She's wearing trousers.
Three. He's wearing a hat.
Four. He's wearing a T-shirt.
Five. She's wearing socks and shoes.
Six. She's wearing a skirt.
Seven. He's wearing socks and shoes.
Eight. She's wearing a jumper.
Nine. He's wearing trousers.
Ten. She's wearing a T-shirt.

Answers: 1 = A 2 = D 3 = A 4 = C 5 = D
6 = B 7 = A 8 = B 9 = A 10 = D

3 Listen and number.

Children select and number pictures to correspond with the actions they hear on the tape.

5 marks

Tapescript

Number one: Arms up!
Number two: Bend to the right!
Number three: Jump to the left!
Number four: Kick to the left!
Number five: Hands on hips!

Total: 25 marks

Reading and writing test

1 Look, read, and match.

Children match the beginnings and ends of sentences to correspond with pictures.

5 marks

Answers: 1 She's tall. 2 She's got long hair. 3 He's got black hair. 4 She's got blond hair. 5 He's got short hair.
(The answers for 3 and 5 are interchangeable.)

2 Write

Children look at a picture and label the parts of the body. (Give 2 marks for each correctly spelt answer.)

10 marks

Answers:

head arm hand leg foot

3 Write sentences with *can* or *can't*.

Children look at pictures and write sentences using 'can' or 'can't'.

10 marks

Answers:

1 He can play football.
2 He can't ski.
3 She can swim.
4 She can't play tennis.
5 He can dive.

Total: 25 marks

Photocopiable pages for Tests

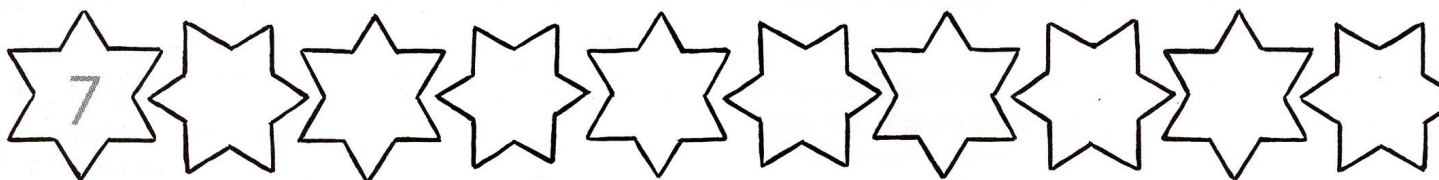
Test 1 Units 1-3

Name _____

Listening test 25 marks

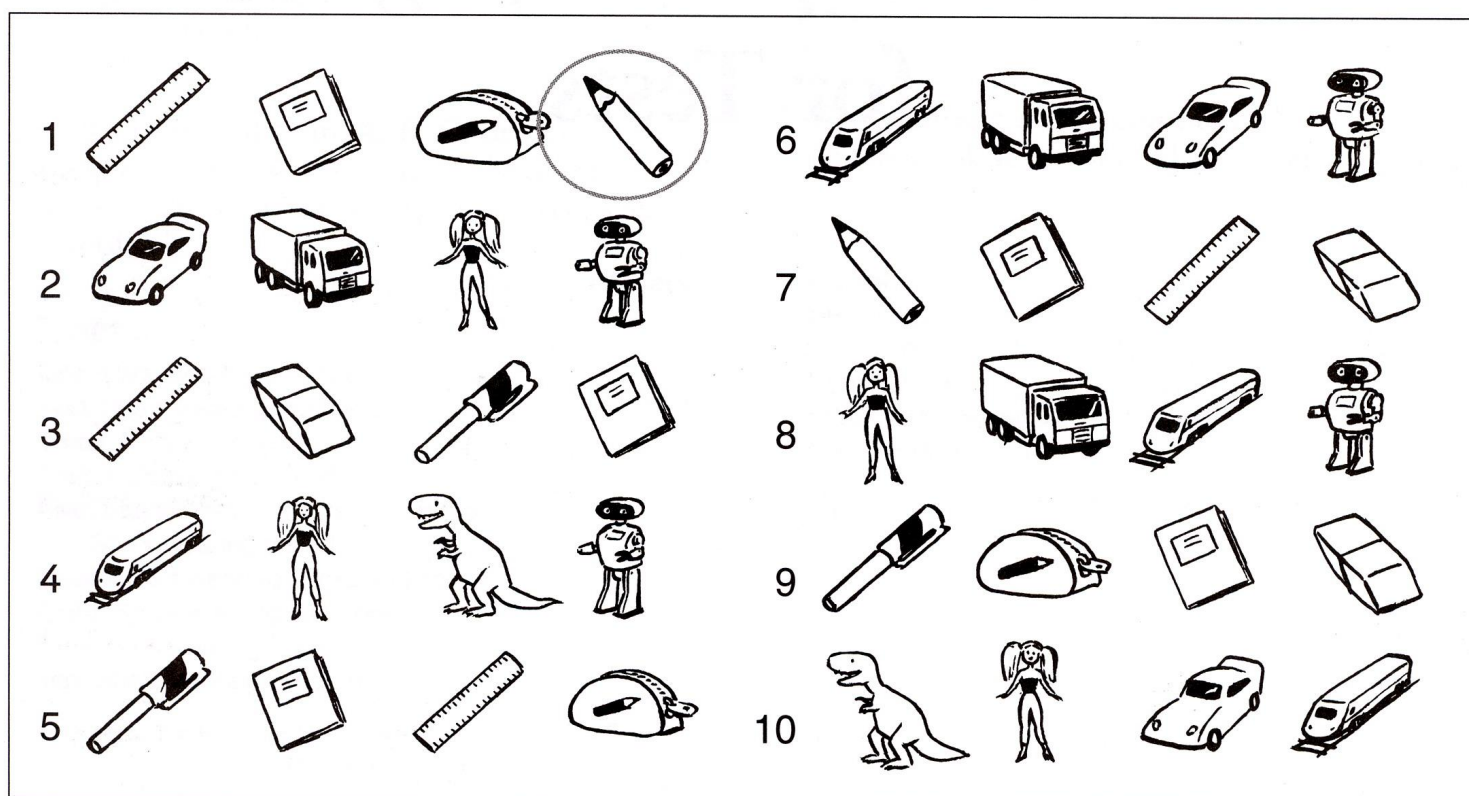
1  Listen and write the numbers.

10 marks



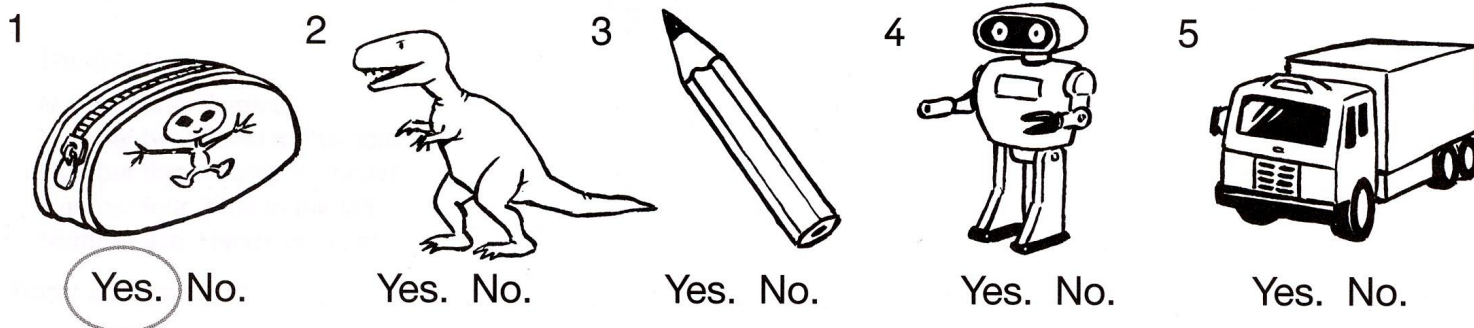
2  Listen and circle.

10 marks



3  Listen and circle *Yes* or *No*.

5 marks

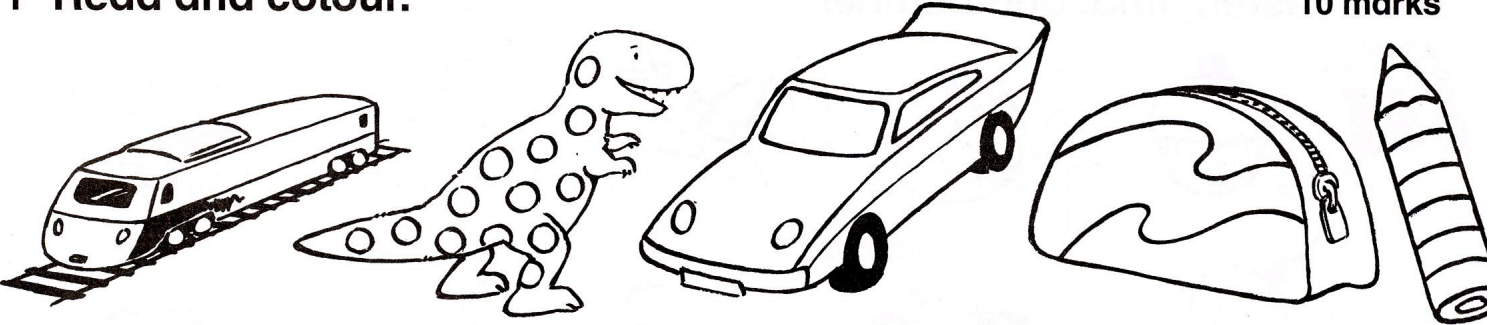


Reading and writing test

25 marks

1 Read and colour.

10 marks



- A black and red train.
A yellow and green pencil-case.
A blue and white car.
- A pink and purple pencil.
A green and brown dinosaur.

2 Read and match.

5 marks



- 1 Hello
2 What's your name?
3 Can I borrow your pen?
4 What's this?
5 Goodbye

- Yes. Here you are!
Bye!
Hi!
I'm Jack.
It's a robot.



3 Read and write.

10 marks

doll	book	yellow	five	blue	dinosaur
ruler	two	pencil-case	robot	eight	green

Toys	School things	Colours	Numbers
doll	book		

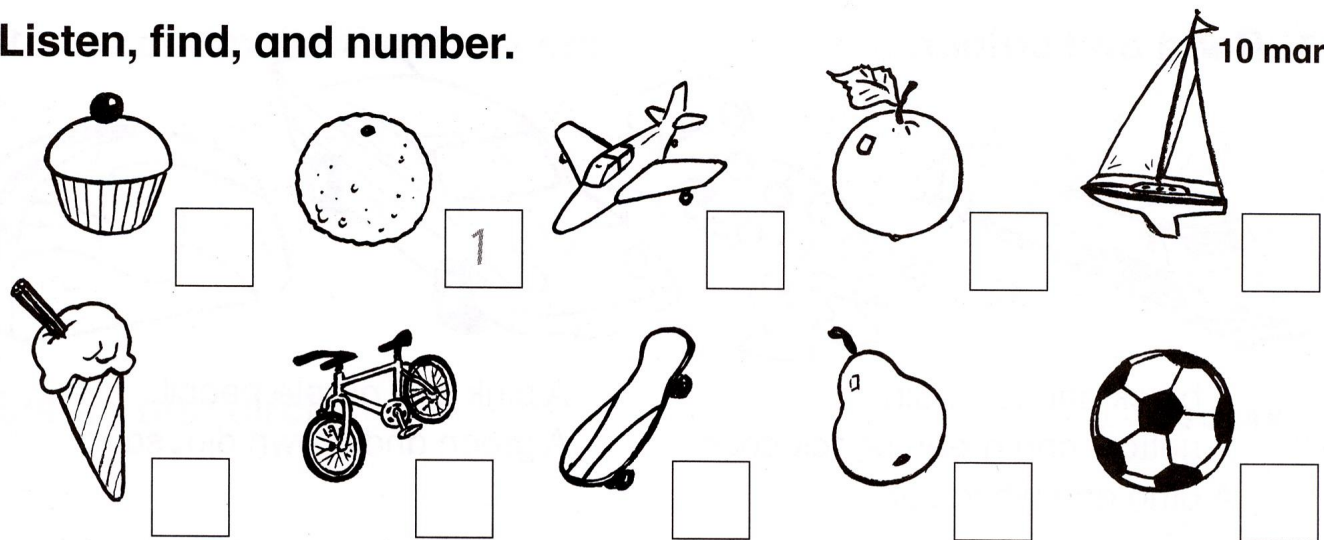
Test 2 Units 4-6

Name _____

Listening test 25 marks

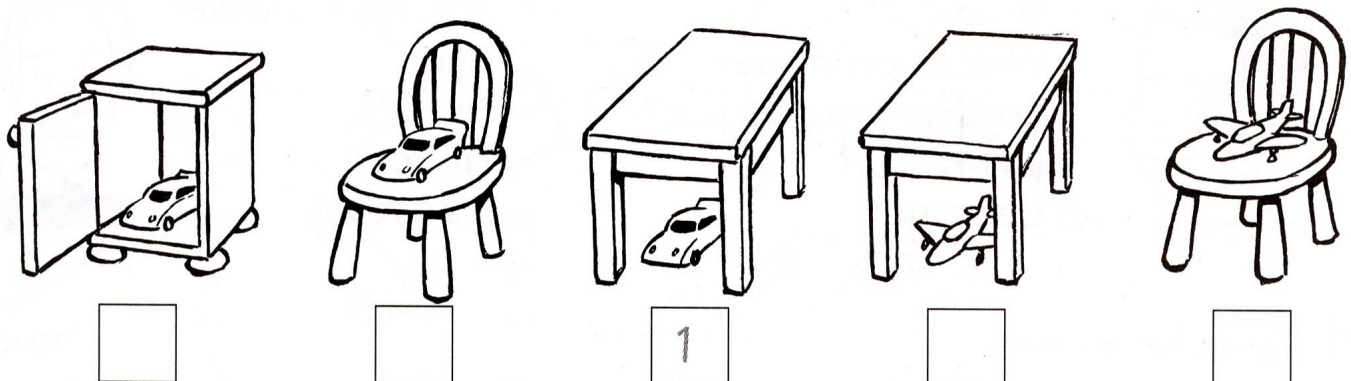
1  Listen, find, and number.

10 marks



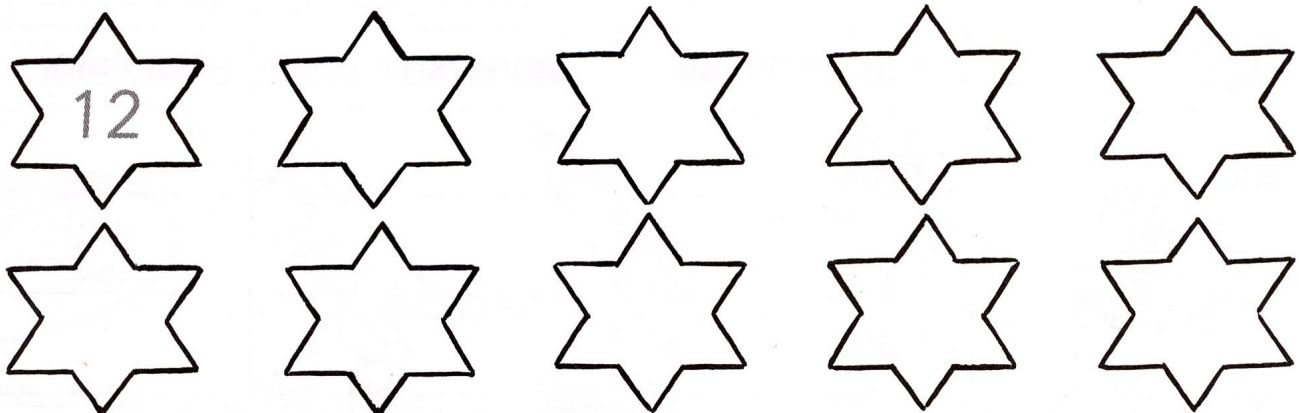
2  Listen and number.

5 marks



3  Listen and write the numbers.

10 marks



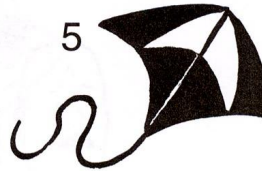
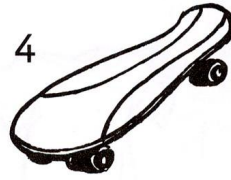
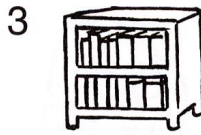
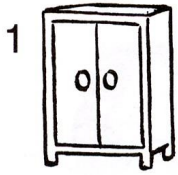
Test 2 Units 4-6

Name _____

Reading and writing test 25 marks

1 Read and write the numbers.

5 marks



a bike

a wardrobe

a kite

a bookcase

a skateboard

2 Look, read, and write. *Where's Polly?*

10 marks

sitting room

bed

bathroom

bedroom

kitchen



1 In the _____.

2 In the _____.

3 In the _____.

4 In the _____,
on the _____.

3 Write sentences with *I like* or *I don't like*.

10 marks



I like _____.



I don't like _____.



_____.



_____.



_____.

apples
chocolate
pears
mushrooms
steak

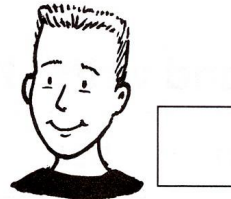
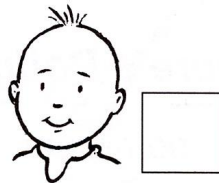
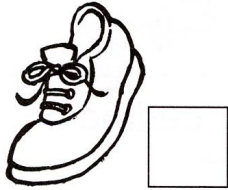
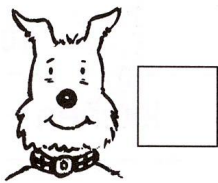
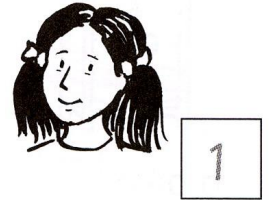
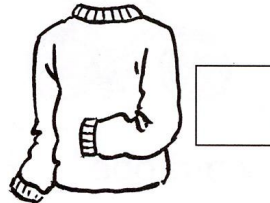
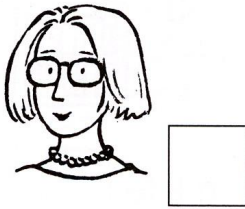
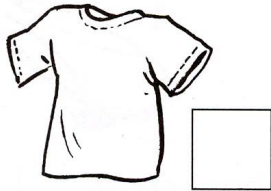
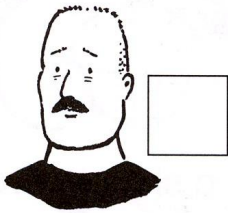
Test 3 Units 7-9

Name _____

Listening test 25 marks

1  Listen, find, and number.

10 marks



2  Listen and write A, B, C, or D.

10 marks



A



1

2

3

4

5

6

7

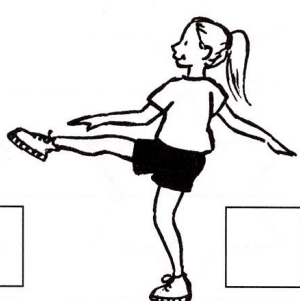
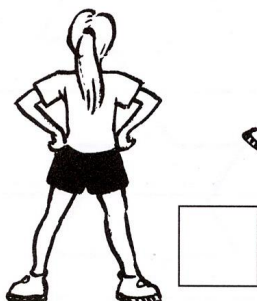
8

9

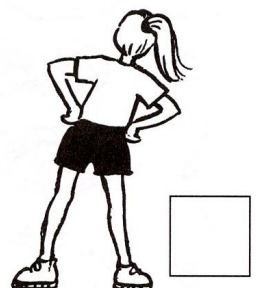
10

3  Listen and number.

5 marks



1



Test 3 Units 7-9

Name _____

Reading and writing test 25 marks

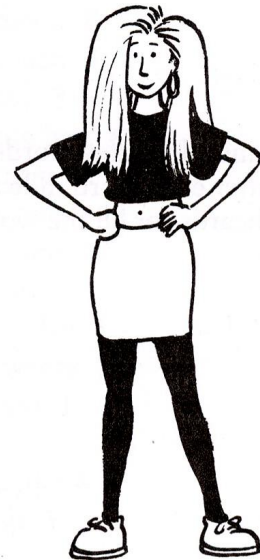
1 Look, read, and match.

5 marks



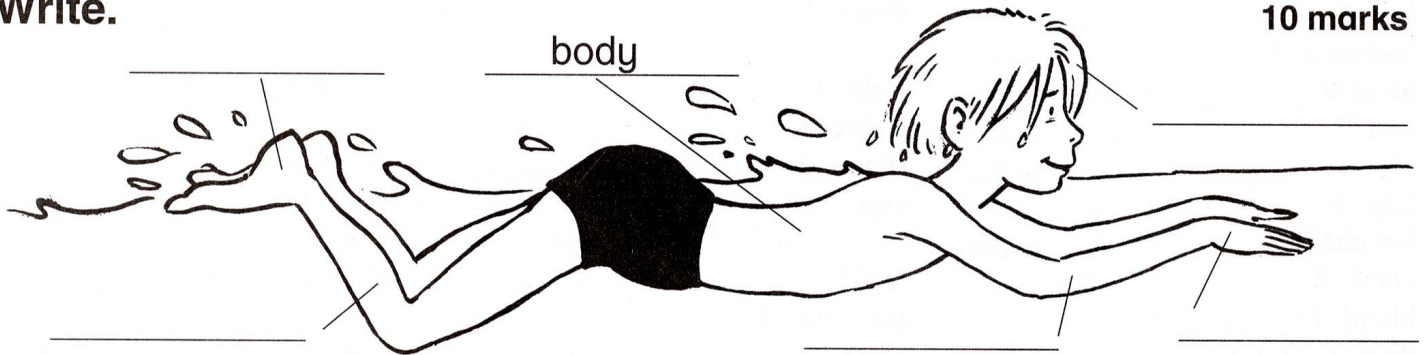
- 1 She's
- 2 She's got
- 3 He's got
- 4 She's got
- 5 He's got

blond hair.
black hair.
tall.
short hair.
long hair.



2 Write.

10 marks



3 Write sentences with *can* or *can't*.

10 marks

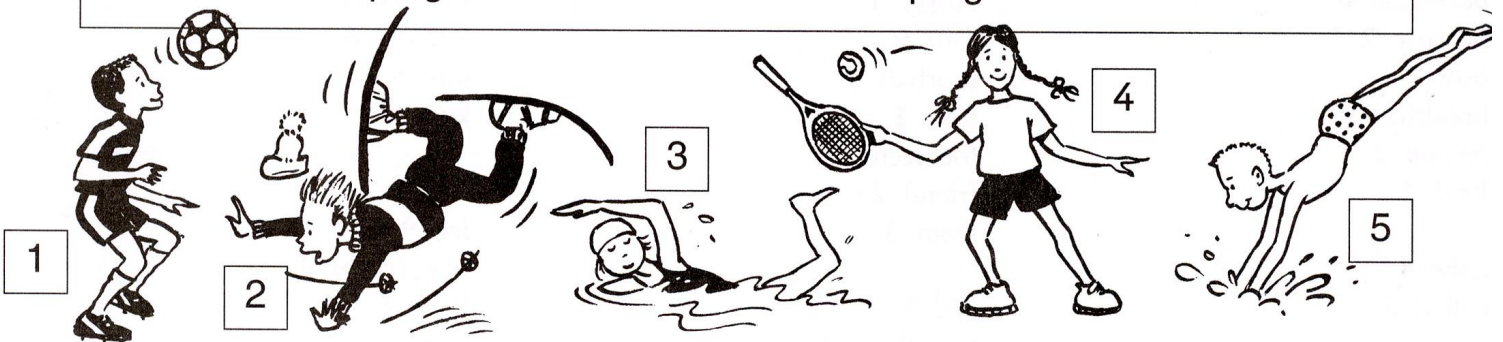
ski

play tennis

dive

play football

swim



1 He can _____.

4 _____.

2 He can't _____.

5 _____.

3 _____.

Vocabulary

This list contains all the key words in *Happy Street 1*.

The number after each word indicates the unit where the word first appears.

There are flashcards for all the words in italics.

apple 4
arm 9
around 3

baby 7
ball 5
banana 4
bathroom 6
bed 6
bedroom 6
bend 9
best 7
big 5
bike 5
biscuits 4
black 2
blond 7
blue 2
boat 5
body 9
book 2
bookcase 6
borrow 2
boy 7
breakfast 4
brown 2
Bye! 1

cake 4
called 3
can 2
car 3
cereal 4
chair 6
chips 4
chocolate 4
chocolate cake 4
classroom 2

colour 2
computer 6
cupboard 6

Daisy 1
dinosaur 3
dog 7
doll 3
down 3

eight 1
eighteen 5
eleven 5
eyes 7

fat 7
favourite 3
feathers 6
fifteen 5
Fine! 1
five 1
Flossy 1
foot 9
football 5
four 1
fourteen 5
friend 2
from 3

girl 7
Goodbye! 1
green 2
Greg 1
guitar 6

hair 7
hamburger 4
hamster 6

hand 3
hat 8
have 4
head 3
hear 9
Hello! 1
here 2
He's... 6
hips 9
How are you? 1
How many...? 4

ice cream 4
I'm... 1
in 6
It's... 1

Jack 1
jump (verb) 9
jumper 8

kick (verb) 9
kitchen 6
kite 5
know 3

left 9
leg 9
like (verb) 4
long 7
lorry 3
lunch 4

man 7
milk 4
mushrooms 4
my 2

name 1
nine 1
nineteen 5
no 3

old 7
olives 4
on 6
one 1
orange juice 4
orange 2
Otto 1

pasta 4
pear 4
pen 2
pencil 2
pencil-case 2
peppers 4
pink 2
pizza 4
plane 5
play 5
please 2
Polly 1
purple 2

red 2
robot 3
rocket 3
rollerblades 5
rubber 2
ruler 2

school-bag 2
see 1
seven 1
seventeen 5
She's... 6
shoe 8
short 7
sit 3
sitting room 6
six 1
sixteen 5
skateboard 5
ski 9
skirt 8
small 5
sock 8
stand 3
steak 4
swim 9

table 6
tall 7
tea 4
teacher 2
ten 1
tennis 9
tennis racket 5
thank you 2
thanks 1
There's... 6
thin 7
thirteen 5

This is... 2
three 1
tomorrow 1
too... 8
touch 3
toy 3
toy box 6
train 3
trousers 8
T-shirt 8
turn 3
twelve 5
twenty 5
two 1

under 6
up 3

want 4
wardrobe 6
wear 8
what...? 1
where...? 6
white 2
who...? 1
whose...? 8
woman 7

yellow 2
yes 2
young 7
your 3

